

INSPECTION REPORT

STOKE GABRIEL PRIMARY SCHOOL

Stoke Gabriel, near Totnes, Devon

LEA area: Devon

Unique reference number: 113221

Headteacher: Mrs T Date

Lead inspector: Mr Martin Kerly

Dates of inspection: 13th - 15th June 2005

Inspection number: 267993

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:	79
School address:	School Hill Stoke Gabriel Near Totnes Devon
Postcode:	TQ9 6ST
Telephone number:	(01803) 782 469
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Appropriate authority:	The governing body
Name of chair of governors:	Gerald Watson
Date of previous inspection:	22 nd February 1999

CHARACTERISTICS OF THE SCHOOL

Stoke Gabriel Primary School is a small mixed school with 79 pupils on roll aged from four to eleven years, with marginally more girls than boys. The school is in the centre of a small village some distance from the larger towns of Totnes and Paignton. The majority of the pupils are from Stoke Gabriel and surrounding districts, although nearly one quarter of the pupils travel from Paignton. All except six pupils are white British. There is a small minority of pupils from other white backgrounds and one dual heritage pupil. The proportion of pupils qualifying for free school meals is below the national average as is the percentage of pupils on the school's register of special educational needs. There are no pupils with statements of special needs. There are no refugees', asylum seekers' or travellers' children and none from homes where English is not the first language and who are at an early stage of English language acquisition. Although the full range of ability is represented in the school's intake, the children's abilities on intake are broadly in line with the national average. The school gained an Achievement Award in 2000 and a Healthy Schools Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12783	Martin Kerly	Lead inspector	Foundation Stage Mathematics Information and communication technology Geography History Physical education
11096	Margaret Davie	Lay inspector	
23411	John Baker	Team inspector	English Science Art and design Design and technology Music Religious education Personal, social and health education Special educational needs English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Stoke Gabriel Primary School is providing its pupils with a sound education. It has many strengths but some aspects in need of improvement. Achievement by pupils is satisfactory: most enter the school with attainment broadly as expected and leave with attainment in English, mathematics and science in line with the national expectations. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in reading are well above national expectations by the time pupils leave the school.
- Standards in English, mathematics and science have declined in recent years but are now improving again by the end of Year 6.
- The school is not clear enough about how it evaluates practice and actions needed to improve.
- The pupils' behaviour is very good, as is their moral and social development.
- Recent improvements in the accommodation are excellent, contributing to the current good teaching and learning in all three classrooms.
- The curriculum is satisfactory overall but does not take full account of the needs of all pupils in the mixed-age classes and the Foundation Stage.
- The care and welfare of pupils are very good.
- Parents make a very good contribution to their children's learning.
- Consultation and communication procedures with parents are not good enough.

Despite significant improvements in some aspects, most notably the accommodation, standards have not improved enough since the school was last inspected. There were no key issues at the time of the last inspection. There has been recent excellent improvement in the accommodation, which was previously identified as an area for development, and sound progress in strengthening assessment arrangements, the only other area previously identified for improvement.

STANDARDS ACHIEVED

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

Key: A - very high; A - well above average; B - above average; C - average; D - below average; E - well below average. E* - very low, in the bottom five per cent of schools. 'Similar schools' are those whose pupils attained similarly at the end of Year 2 in 2000. Note: In small schools results in any one year should be treated with caution.*

Achievement is satisfactory. This is a significant improvement on that shown in the above table because of good teaching and learning, the recently improved accommodation and the pupils' good attitudes and very good behaviour. Pupils with special educational needs receive good additional support and achieve well. The children's standards of attainment at the end of the Foundation Stage are above national expectations in personal, social and emotional development and in line with expectations in all other areas. At the end of Year 2, standards are above those expected nationally in reading and in line with national expectations in writing, mathematics and science. Standards for the present Year 6 are well above national expectations in reading but in line with those expected nationally for this age group overall in English, and in mathematics and science. Standards in personal, social and health education are good, and in religious education they are above locally agreed expectations. All pupils are valued equally and the school works successfully to ensure they all feel fully included in everything. Attendance is very good; but whilst most pupils arrive punctually at the start of the day a small number are frequently late. **Pupils' personal development is good,**

including their spiritual, moral, social and cultural development. Pupils' attitudes to school are good and they behave very well.

QUALITY OF EDUCATION

The overall quality of education across the school is good. The teaching is good and pupils learn well. Teaching and learning in all three classes has improved recently as a result of significantly improved accommodation and changes in the staffing team. Teaching and learning within the Foundation Stage, whilst satisfactory, is restricted by inadequate outdoor provision and the needs of the mixed-age class. Children in the infant and junior years are taught well and learn effectively. Teachers plan interesting activities which engage and motivate the pupils. They manage behaviour well and maintain a very good learning ethos in lessons. The pupils' own very positive attitudes to their lessons contribute strongly to their learning. In a few lessons activities are not planned to take account of the wide differences in learning needs within the mixed-age classes. In most lessons, pupils with special educational needs are taught well. Assessment in the core subjects of English, mathematics and science is well established, but in other areas of the curriculum, whilst satisfactory, it lacks a consistent whole school approach. It is very good in the Foundation Stage. Curricular provision is satisfactory. However, it does not fully take into account the current mixed-age classes and the distribution of year groups in the school with a few pupils repeating topics or missing them altogether. Provision for pupils with special educational needs is good and the provision for pupils' personal, social and health education is very good. The school plans a good range of interesting activities during and beyond the school day, often involving outside expertise, which enrich pupils' learning well. Despite excellent improvements to the accommodation, which is now good, outdoor provision in the Foundation Stage remains inadequate and some of the youngest children's curriculum experiences are too heavily influenced by the needs of the older pupils in their class. All pupils are very well cared for within a family atmosphere and the staff team knows them well. They are well supported and guided. The school's partnership with parents is satisfactory overall. Most parents make a very good contribution to their children's learning at home and many volunteer to help in school. There are satisfactory arrangements for keeping parents informed but the school's perceived style of communication and infrequent consultation with parents are not good enough and this has led to some tensions within the school community. There are good links with local schools and the wider community.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The leadership of the school is good and overall management is satisfactory. The very experienced headteacher provides good leadership with clear goals for pupils and works effectively with quiet determination to achieve these. Other members of the small staff team fulfil their leadership roles well. Governance of the school is good. Governors play a significant role in helping shape the strategic direction and fulfil their roles well. Aspects of management need strengthening: self-evaluation procedures lack clarity including how the outcomes are shared and to be acted upon. Communications with parents and within the school are not always systematic and there is insufficient use of information and communication technology (ICT) to help track pupils' performance.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The pupils are positive about their school and the range of activities provided. Their views are being represented through the new School Council. Most parents are content about the progress being made by their children within a caring framework, but many believe there are weaknesses in the way the school communicates with them. Inspectors agree.

IMPROVEMENTS NEEDED

The most important things this school should do to improve further are to:

- Develop and implement a clear programme of rigorous self-evaluation and use the findings more systematically to improve standards.
- Improve the whole-school long-term curriculum plan to ensure all pupils do not miss or repeat parts of the curriculum programme.

- Strengthen the curriculum provision for the Foundation Stage children.
- Ensure parents are consulted more and given better quality information.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is satisfactory. Standards match national expectations in English, mathematics and science in Year 2 and Year 6, although pupils in both age groups do well in reading. Pupils with special educational needs make good progress in their learning.

Main strengths and weaknesses

- Standards in reading are well above national expectations by the end of Year 6 and this is a strength of the school.
- Standards in personal, social and health education are good and standards in religious education are above the locally agreed expectations.
- Pupils with special educational needs achieve well in English and mathematics.

Commentary

1. Standards in the present Year 6 are in line with those expected nationally. This is an improvement over the test results of 2004 because of good teaching and learning, the recently improved accommodation and the pupils' good attitudes and very good behaviour. Although overall achievement since the pupils were in Year 2 is only satisfactory, pupils are now making good progress in lessons; this has not yet had time to ensure pupils achieve well over their whole time in the school. This good progress has helped reverse a downward trend in standards. Pupils do particularly well in reading so that standards are well above the national expectation, and for speaking and listening, where standards are above the national expectation.
2. In Year 2, standards are above the national expectation for reading and speaking and listening. In writing, mathematics and science all the pupils have attained the nationally expected minimum standard for this age; this is higher than the usual proportion and reflects the good achievement by those pupils with special educational needs. Relatively few pupils in this small cohort have exceeded the expected standard. This is not as good a picture as found in 2004 and continues a trend of improvement that is lower than that found nationally, although over a period of four years standards on average have been above the national average. The number of pupils in each year group is much smaller in this small school than found in the average sized primary school and so results for any one year should be viewed with caution, with fluctuations expected from year to year.
3. Results from the national tests in the summer of 2004, being the most recently published, show that standards attained by pupils in Year 2 in reading were well above the national average and the results of those schools in similar neighbourhoods. Standards in writing in Year 2 were above the national average and in line with those of similar schools. Standards in mathematics were above the national average but below those of similar schools.

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

Standards in:	School results	National results
reading	17.8 (17.5)	15.8 (15.7)
writing	15.8 (16.2)	14.6 (14.6)
mathematics	16.8 (16.5)	16.2 (16.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

4. In English, standards attained in the national tests by Year 6 pupils in the summer of 2004 were in line with the national average and well below the average for schools with pupils who had similar starting points at the end of Year 2 four years earlier in 2000. In mathematics, standards attained in national tests by Year 6 pupils were well below the national average and very low in comparison with schools with pupils who had similar starting points. Standards attained in science were below the national average and well below those in similar schools. By 2004 the overall trend in all three subjects was below the national trend. There was no significant difference in the achievement of boys and girls. These 2004 results for Year 6 pupils were seen by the school as a product of exceptional circumstances in terms of those particular pupils' poor attitudes to learning and the quality of teaching experienced by them at the time.

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

Standards in:	School results	National results
English	27.4 (25.5)	26.9 (26.8)
mathematics	24.9 (26.5)	27.0 (26.8)
science	29.9 (28.5)	28.6 (28.6)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

5. Achievement is satisfactory across the school. Pupils are now making good progress as a result of good teaching, following a period of disruption, but this good progress has not yet had time to lead to good achievement over the whole time pupils are in the school. Whilst there is a range of abilities on entry, the attainment of most of the children is broadly in line with what is expected for their age on arrival in school. During their time in the Reception Year they achieve well in personal, social and emotional development and soundly in all other areas of learning so that by the end of the Foundation Stage most attain the majority of goals expected nationally, but few exceed them. Pupils with special educational needs achieve well as a result of the effective support they receive within classes and in small group work. Extra help or 'booster classes' are provided in English and mathematics for those pupils who are close to reaching the national standards in these subjects, and the pupils benefit from these sessions, and from other carefully planned support programmes, encouragement and very secure relationships. The school did not achieve its targets set for Year 6 in 2004. However, recent data shows that this year all the pupils in Year 2 have achieved or exceeded their targets for reading, writing and mathematics. The school's data and inspection evidence indicates that the targets set for Year 6 pupils for July 2005 will be reached in terms of the proportions of pupils attaining the nationally expected levels and exceeding those levels. This is a reflection of the much improved progress this year in comparison with recent years by older junior pupils.
6. Standards in personal, social and health education are good in all year groups as a result of a whole school approach to this important aspect of pupils' learning. Good achievement begins in the Foundation Stage and is maintained through the mixed-age classes by consistent whole school commitment during lessons and other less structured parts of the school day. Standards in religious education are above locally agreed expectations, particularly in relation to the pupils' knowledge and understanding of the Christian faith. All other subjects were only sampled, with insufficient evidence to make judgements about overall standards achieved. However, where there is evidence, it indicates standards are generally in line with national expectations and achievement is satisfactory in these other subjects.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to their work and behave very well. Attendance is very good, however a small number of pupils regularly arrive late for lessons. Pupils' spiritual development is good; their

moral and social development is very good and their cultural development is satisfactory. The school provides very good opportunities for pupils to develop and foster their personal growth.

Main strengths and weaknesses

- Pupils behave very well in lessons and at other times and their attitudes to work are good.
- The relationships between pupils and staff are very good.
- Pupils' personal, moral and social development are very good and their spiritual development is good.
- Fostering pupils' appreciation of the cultural traditions of others, although satisfactory, is an aspect which is still developing.

Commentary

7. The school's behaviour policy is effective and fully implemented across the school. All pupils are very aware of the Golden Rules which are displayed in each of the classrooms, and one of the classes has also devised its own additional rules. The rules enable pupils to know and understand what to do and are referred to if a pupil's behaviour is inappropriate. Pupils enjoy most of their school work and want to get on. Depending on their age and development, they take responsibility for their learning, and are actively involved in the life of the school. Although the School Council has been in place only a short time, already pupils meet regularly under the guidance of one of the learning support assistants. Discussions range over many topics, from school clubs to the playground, which they feel is too small. Members of the Council, however, really like the new building.
8. The very good relationships between pupils and with adults are the result of the staff valuing and respecting the efforts and endeavours of their pupils. Staff members are quick to praise pupils and to celebrate their achievements and, as a consequence, pupils respond positively to their teachers and members of the support staff team. Due to the very good examples they get, pupils also care for and trust each other. If there are difficulties at playtimes or lunchtimes, older pupils are encouraged to look after younger pupils, but all the pupils know to whom they should go if they have any problems. Bullying is very rare and is dealt with very effectively in line with the school's anti-bullying policy.
9. There are very good opportunities provided through the school's personal, social, health and education programmes to foster and promote pupils' personal development. Very good use is made of visitors at specific points of the year, for example during Healthy Eating Week. Whole school assemblies, class assemblies and class prayers and religious education lessons, together with the way the emphasis the school places on the importance of respecting others' feelings and beliefs, encourage and promote pupils' spiritual awareness well. Use of the new school hall is beginning to contribute to this. Members of staff trust pupils to do things on their own and to treat each other fairly. This, together with the school's involvement in fund-raising activities such as Red Nose Day, Action Aid and Oxfam projects, further strengthens and promotes the pupils' moral and social development. However, pupils have few opportunities to explore and appreciate the traditions of other cultures, although the special work on India, when pupils dressed in national costumes and tasted curried food, provided a very good opportunity to promote pupils' cultural awareness. Stories from other cultures told in assemblies and used in literacy lessons from time to time also help pupils to appreciate others' cultural traditions.
10. Attendance is well above the national average and unauthorised absence does not occur. Most pupils arrive punctually each day but a small number of pupils regularly arrive late and this has a negative impact on their learning and attainment.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and learning is good, the curriculum is satisfactory and there are good opportunities for enrichment. The provision for the care, guidance and support of pupils is very good. Partnership with parents is satisfactory. There are good links with other schools and colleges.

Teaching and learning

The quality of teaching is **good** and consequently, pupils learn well.

Main strengths and weaknesses

- Children in the infant and junior years are taught well and learn effectively.
- Teaching and learning in lessons has improved recently as a result of significantly improved accommodation and changes in the staffing team.
- Teaching and learning in the Foundation Stage, whilst satisfactory, are restricted by the needs of the mixed-age class and inadequate outdoor provision.
- Teachers plan interesting activities which engage and motivate the pupils.
- Teachers manage behaviour well and maintain a very good learning ethos in lessons.
- In a few lessons, activities are not planned to take account of the wide differences in learning needs within the mixed-age classes.
- Assessment in the core subjects of English, mathematics and science is well established, but in other areas of the curriculum, whilst satisfactory, it lacks a whole school approach.

Commentary

11. The overall quality of teaching and learning across the school is good. This judgement is based on lessons observed during the inspection, on a scrutiny of pupils' work over time, on teachers' lesson plans and records and from talking to the pupils. This good teaching and learning builds on the previously reported good teaching. During the inspection, one quarter of the lessons observed were very good and another half were good. There was no unsatisfactory teaching or learning.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5	10	5	0	0	0

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

12. The inspection took place just one month after the school had moved into new, permanent and purpose built accommodation for all three classes. This new accommodation, much improved on that reported at the time of the last inspection, and vastly improved on the cramped and scattered temporary accommodation in place during the major building programme which continued for much of the current academic year, is having a major impact on the quality of learning, as are the recent changes to the staff team, but neither of these has yet had time to impact on longer-term achievement and standards. Teachers are making good use of the new spacious classrooms, with resources and apparatus accessible to pupils, areas designated for different activities, several computers set up in each classroom, displays used to support teaching and celebrate learning, and access to a new large library and hall. These new arrangements are having a marked impact on the range of teaching styles deployed and the overall quality of learning. The wide corridor is not yet set up for best use by small groups of pupils to work independently, and the new hall remains under-deployed awaiting the arrival of new equipment.

13. Teachers carefully plan work for their pupils in classes of three different year groups, and in most lessons activities are appropriately matched to different learning needs, enabling all pupils to learn. They explain the purposes of the lessons and return to them at the end to check understanding and help the pupils to reflect on what they have achieved. The good management of behaviour established by the teachers and the positive attitudes by almost all pupils of all ages and abilities strengthens the learning ethos and helps sustain concentration. Within this context, pupils listen well to each other and teachers consistently plan good opportunities for speaking and listening; for example, individual presentations following personal research, feedback following investigations, or evaluating multi-media presentations. Pupils with special educational needs are taught well. Their needs are accurately diagnosed with well-planned activities by the teacher and sometimes teaching assistants within the class, enabling them to make good gains in their learning and maintain positive self-esteem.
14. In a few lessons, the needs of pupils of a particular ability range are not fully met and their learning is limited. For example, sometimes pupils in the youngest age group of a class are challenged and struggle to keep up with older age groups who are more able and appear more confident, the latter tending to dominate class discussions and the feedback sessions at the end of lessons; in a few other lessons, the more able are not fully stretched while the teacher concentrates on the needs of the less able. Learning by children in the Foundation Stage whilst satisfactory, and at times good, particularly when their teacher is working exclusively with them, is often impeded by the limited opportunities for independent activities in the classroom and outside or the teacher balancing the needs of older pupils, and the absence of a trained early-years specialist assistant.
15. Assessment and recording practices in the Foundation Stage are very good. The teacher, supported informally by the teaching assistant, uses detailed observations and assessments to track progress and plan activities for individual children. In the core subjects of English, mathematics and science there are well-established systems for on-going and more formal assessment and recording, particularly in the infant years. This is an improvement from those reported at the time of the last inspection. In other subjects, assessment is satisfactory but new approaches are not fully embedded consistently across the school. In many lessons teachers check their pupils' understanding at the beginning of lessons and use mini-whiteboards and other strategies to monitor their progress. Most work is marked conscientiously, but in a minority of cases there is not enough clear marking to show achievement or what the pupils need to do to improve. Pupils are not always clear about the short-term targets identified for them by their teacher, and these targets are not clearly displayed around the classrooms or on their tables to help them remember. Homework is used well to re-inforce and extend learning and most pupils complete it reliably.

The curriculum

The curriculum is **satisfactory** overall.

Main strengths and weaknesses

- The curricular provision, although satisfactory, does not fully take into account the current mix of year groups in the school.
- Provision for pupils with special educational needs is good.
- The provision for pupils' personal, social and health education is very good.
- The school plans a good range of interesting activities during and outside the school day, which successfully enriches pupils' learning.
- Although significant improvements have been made to the school's accommodation since the last inspection and it is now good overall, outdoor provision in the Foundation Stage is unsatisfactory.

Commentary

16. The school provides an overall satisfactory curriculum for its pupils, which is mostly varied and interesting and which meets their learning needs. There is a strong emphasis on English and mathematics, but other subjects, especially science, information and communication technology (ICT) and religious education (RE), are also seen as key areas. Design and technology, history, geography, art and design, music and physical education (PE) are all woven into the weekly timetable from time to time and the statutory requirements within the National Curriculum are met. An especial emphasis is placed on personal, social and health education (PSHE) and citizenship and French is now featured within the curriculum at an informal level. Religious Education, which follows the locally agreed syllabus, and the school's provision for collective worship meet statutory requirements.
17. In subjects where there are planned topics, such as in science, history, geography and RE, there is a weakness in the way the curriculum is arranged and it does not fully take into account the mixed year groups that are within each of the three classes. As a consequence of this, some repetition of the curriculum has occurred for a small group of pupils and a few pupils have not experienced the full range of curricular opportunities. The school is aware of this and action is being planned to remedy this weakness in the new academic year. The mixed-age classes, however, very effectively support pupils as they move from one year group to the next and to the next stage of their education, as do the very good links with the partner secondary school.
18. Although the school has only a small number of pupils with special educational needs, the provision for these pupils is good. Those pupils who are on 'School Action Plus' programmes each have a detailed individual education plan or pastoral support programme, which identifies their specific needs and the actions required to support them. All members of staff working with these pupils need to have easy access to these records to ensure the pupils' specific needs are targeted and tracked effectively. Good liaison takes place with the school nurse, the speech and language therapist and occupational therapist and the school has very good support from the educational psychologist and other advisory staff. The school's aim of valuing differences in abilities and backgrounds and promoting equality of opportunities is clearly met within a very inclusive school community.
19. Provision for pupils' personal, social and health education (including sex and relationship education, alcohol and drug misuse) is very good. The PSHE programme, including weekly 'Circle Time' sessions where sensitive issues are effectively broached, is very good and this ensures that a full range of appropriate topics and activities are planned for. The school was recognised as a Devon 'Healthy School' in 2004. The development of these life skills has been a continuing priority of the headteacher.
20. The school works hard and with imagination to provide a very good range of additional activities that enrich and extend the curriculum for pupils in and beyond the school day very well. Visits and visitors enrich the curriculum for lessons during the day. Pupils take part in the Totnes Academic Council sports events and other sporting activities; pupils enjoy dance and some performed recently in a Dance Festival in Exeter, having been selected to represent all the schools in the local area. Pupils in Years 5 and 6 take part in a residential visit every two years and have enjoyed a 'wild night' residential experience. Lunchtime and after-school activities include art club, recorder groups and choir. Pupils love the choir, which is run by a musically talented parent, and they perform in front of the school and in the community on occasions.
21. The match of the well-qualified teachers to the curriculum is satisfactory. The headteacher, who is also involved in teaching for a significant part of the week, works with a part-time member of the teaching staff. This arrangement is sound and ensures the expertise of all the teaching staff, including the headteacher, is fully utilised. A specialist teacher is employed to teach music and three experienced learning support assistants (LSAs), all of whom are on part-time contracts, provide good support for teaching and learning. Of concern is the fact that

there is no trained nursery nurse to support the children in the Foundation Stage, and their mixed-age class has only a part-time LSA. These arrangements are unsatisfactory. The work of the LSAs with pupils who require extra literacy support or who have special educational needs is good. Additionally, all three LSAs are actively involved in some of the school's clubs and the School Council.

22. The newly refurbished main hall, although not fully equipped is beginning to be used for assemblies, music, PE and as the dining hall. The three new classrooms are spacious and enable teaching and learning to take place effectively. The new library is very good, and is already being utilised for much of the school day. A small lift is being installed to ensure that all teaching areas will be accessible for those with physical disabilities. Currently there is no formal outdoor space for the pupils in Reception, and this is unsatisfactory. The school has a good-sized field which is well used for teaching and learning activities, sports and recreation. Resources and equipment to support pupils' learning are good overall, but in some subjects, for example music and PE, they are only satisfactory. Moreover, there have been limitations in ICT, especially during the disrupted year in temporary accommodation. Not all the machines have been commissioned in the new classrooms. Overall, improvements since the last inspection are good, and in terms of the accommodation, the improvements are excellent, although a number of jobs, such as the front entrance flooring and the reinstatement of the school garden are not yet complete and the outdoor provision for the Foundation Stage is inadequate.

Care, guidance and support

This is a strong feature of the school. Pupils' care, welfare, health and safety are very good. The advice and guidance pupils get as a result of checking their work is satisfactory and the way the school involves them in its development is satisfactory.

Main strengths and weaknesses

- Very effective procedures ensure pupils work in a safe environment.
- Pupils have a lot of confidence in the staff who work with them.

Commentary

23. Pupils are very well taken care of. Rigorous procedures are in place to ensure health and safety. The new classroom provision has addressed the concerns raised at the time of the last inspection about taking pupils and equipment up to the village hall for PE lessons. The new school hall now provides adequate space both for lessons and for the storage of big pieces of equipment. A wide range of risk assessments has been carefully carried out and there are comprehensive arrangements for child protection. All members of staff have taken part in recent emergency first aid training and are aware of pupils' medical needs.
24. Relationships between staff and pupils are good and pupils say they are sure their teachers would always help them with any academic or personal problems. A Healthy Schools Award has been achieved in recognition of the efforts made to help pupils understand the importance of healthy lifestyles, for example by encouraging them to have a healthy snack in the morning. All pupils visit the life education caravan and in Year 6 they also go on a life skills course during which they are taught how to react to dangerous situations. During the inspection, pupils in Years 1 and 2 received a visit from two Environmental Health Officers who talked to them about health and safety issues within food preparation as part of the National Food Safety week. All the pupils responded very well to this very good session, which promoted their personal development well. Good links with professionals, such as the school nurse, ensure pupils get any extra help they need.
25. Comprehensive assessment arrangements, particularly in English, mathematics and science, enable teachers to set realistic learning targets for pupils. However, these targets are not given a high profile and are not contributing strongly enough to pupils' learning. Because

school numbers are relatively small, teachers get to know children and their families quickly and soon build up trusting relationships. Pupils often spend three years with the same teacher, which means that their individual needs are well known and catered for.

26. The school council gives pupils a satisfactory say in future developments. Members of the council take their roles seriously and good systems are in place to make sure they take the views of their peers into consideration. They have helped to devise playground rules and are currently organizing entries for a local competition to improve the new playground. The views of pupils in class one are not sufficiently represented on the council.

Partnership with parents, other schools and the community

Links with parents are **satisfactory**. Links with the community and other local schools are **good**.

Main strengths and weaknesses

- Partnerships with parents are satisfactory but there are weaknesses in the way the school communicates with them.
- Parents make a very good contribution to pupils' learning.
- Links with the community and other schools enhance provision.

Commentary

27. There is a perception amongst parents, not always justified, that the way the school works with them is unsatisfactory. They feel that they are kept at arms length and are not sufficiently included in all aspects of school life. A satisfactory range of information such as newsletters and other notices as well as regular curriculum information is sent to them. However whilst parents report that they are happy with a good deal of the information they get, they are disappointed that newsletters are not as frequent as they would like. They also feel that their views are not valued because they are not regularly consulted about decisions that impact on school development. The school needs to do more to address this perception.
28. End-of-year reports are satisfactory, but variable between classes, the best reporting clearly how well pupils are doing and sharing effective learning goals. Parents' comments that they can be bland and impersonal are sometimes justified. A significant number of parents say they were unhappy with the arrangements made when their child first started school. However, induction procedures involving children and their parents are well structured, with various visits and include an invitation to lunch. Good links with the pre-school also contribute to preparing children for the move, but parents report some recent confusion over getting information like the 'new pupil information pack' to them, which would have helped them understand more clearly about routines and expectations.
29. The prospectus gives a wide range of good quality information about the school but is missing some required details about admissions. The Governors' annual report is very short, giving very little detail about school life. It is also missing some required information: the address of the Chair, the name and address of the clerk and results of the National Curriculum tests.
30. Parents are very supportive of the school and make a strong contribution to their children's learning. A significant number help in school on a regular basis, listening to children read and helping with other classroom activities and with after school clubs. Others volunteer in large numbers to help on outings. Their help and support was instrumental during the building construction work, for example with the 'walking bus' getting pupils to and from the village hall safely. The Friends Association (FOSS) raises significant sums and is very active within the local community, organizing the village pantomime and other events. A significant sum of money raised by parents has contributed toward equipping the new classrooms. The association's involvement in school development has not been as good as it could be, although new committee members report that there have been some recent improvements, for example in their links with the governing body.

31. Links with the community make a good contribution to pupils' personal development and pupils contribute well to community life. The local Vicar leads a weekly assembly and pupils take part in festivals such as the Harvest Service. The choir sings at community events and pupils enthusiastically take part and perform at community festivals such as the May fayre. The locality is used well to support work in subjects such as history and geography.
32. Good use is made of links with other local schools in the academic council to give pupils opportunities to take part in team sports like football and netball, which might otherwise not be possible because of the size of the school. These good links also strengthen and support the teachers' own development, recognising the relative isolation of this small school. Most pupils transfer to the local community college in Totnes in Year 7 and there is good support for both their academic and social needs, for example through joint curriculum projects, to help make the transfer as smooth as possible.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Leadership by the headteacher is good as is the governance of the school. School management is satisfactory.

Main strengths and weaknesses

- The very experienced headteacher provides good leadership with clear goals for pupils and their curriculum.
- The governing body is very committed to the school and has a clear vision for the future of the school.
- Self-evaluation procedures lack clarity and are not always followed up sufficiently.
- Members of the small staff team fulfil their leadership roles well.
- Information and Communication Technology is not used sufficiently to support the management of the school.

Commentary

33. The very experienced headteacher provides good leadership whilst maintaining a substantial teaching role. Although in her last year in post, having announced her retirement from December 2005, she demonstrates her commitment to the future of the school by continuing to plan for improvements in provision in the best interests of the pupils. Together with members of the governing body, she has successfully led the work on the total re-development of the building, recognising the importance of this in raising standards by providing better quality teaching and learning and an improved curriculum to meet the needs of pupils in the modern world. Elsewhere she has quietly, yet effectively, led the work towards a strong life-skills based curriculum, which has resulted in very good provision in personal, social and health education, and a recent Healthy Schools Award. She has also systematically sought to enrich the curriculum by involving outside expertise and extending the range of experiences for the pupils, recognising the potential limitations of a small and relatively isolated school. This she has achieved well.
34. Within the context of a very small team, where each member has many responsibilities, other members of the teaching staff fulfil their leadership roles well, often taking on several subjects and aspects. The school improvement plan has an appropriate number of well-chosen priorities this year which reflect the school's stage of development, and individual teachers are working hard to implement more detailed action plans related to each of these. The headteacher, who is also the school's special educational needs (SEN) co-ordinator, manages this responsibility well. Although the school only has a small number of pupils on its SEN register, those pupils identified as having a learning difficulty have detailed individual education plans in place. Regular meetings are held with parents or carers to review the IEPs and the local authority advisors and local health authority provide good support to the school. The provision for special educational needs is co-ordinated well, with early diagnosis and

careful intervention to support specific needs. The governor with responsibility for special educational needs takes the role seriously and has a good awareness of the practice and issues.

35. Governance of the school is good. The chair of governors is very experienced and has a good knowledge of the school and the community. He is very well supported by an effective vice-chair and other key governors. Together they have demonstrated an ambitious vision for the future of the school, and have worked hard to enhance the buildings and site. They have encountered some difficulties in the perceptions of some members of the wider community, but have worked with commitment and resolution to overcome these, and to strengthen communications between all sections of the school community. They have developed a good knowledge of the strengths and weaknesses of the school and approach their key roles, such as the appointment of a new headteacher with great commitment. They ensure policies are in place to meet statutory requirements. However, their most recent annual report to parents was much shorter than usually found and did not give enough information about the work of the governing body.
36. Management of the school is satisfactory. This is not as good as that previously reported when both leadership and management were found to be excellent. Routines and procedures are clearly established as are the roles and responsibilities for all members of staff. A weakness within management relates to the lack of clarity in monitoring and evaluating the work of the school. The headteacher has taken actions and worked with quiet determination to ensure pupils receive good quality teaching and there are monitoring systems in place. However, there is no overall schedule showing when they are to take place and with whom the responsibility lies. The analysis of findings and decisions about future actions are often lacking clarity and are not shared formally enough with staff and governors. Sometimes the judgements are more positive than the evidence suggests is deserved, with insufficient detail about what needs to improve and how. The analysis of findings is not helped by the lack of the use of information and communication technology in managing the various systems, for example in the tracking of data about pupils' performance. This makes it more difficult to share information, identify trends and update it regularly. All members of staff, including the support staff, are involved in performance management and most are involved in extensive professional development opportunities. This is a positive feature and a strength of the management processes. Approaches to financial management are sound as are the day to day administration of the budget. Minor issues identified two years ago by an LEA independent audit have been addressed. The principles of best value are addressed, but the aspect of comparing performance with others is not fully established. The governors retained a relatively large carry forward figure at the end of 2004 to meet some of the planned costs for the new building. The anticipated carry forward figure for the end of the current financial year is well within recommended guidelines.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	287,208	Balance from previous year	49,000
Total expenditure	298,998	Balance carried forward to the next year	37,210
Expenditure per pupil	3,775		

37. The school receives a large amount of money per pupil in comparison with the national average in recognition of the disproportionate needs of a small school. With this in mind, although academic standards are only broadly average, the good personal development and

attitudes of pupils and good overall provision, particularly teaching, mean that the school provides satisfactory value for money.

38. There are a number of significant aids in raising achievement further. They are the newly commissioned accommodation, the pupils' positive attitudes, the good quality of teaching and the parents' strong contribution to their children's education. The main barriers relate to the lack of clarity of self-evaluation for use in improving standards achieved by the pupils and limitations within the Foundation Stage curriculum.

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**.

Children enter the school before their fifth birthday in either September or January according to their date of birth. They are taught within a class of 27 children, the majority of whom are in Years 1 and 2, aged five to seven years. Most of the children have previously attended a local pre-school group. Whilst there is a range of abilities on entry, the attainment of most of the children is broadly as expected for their age. During their time in the Reception Year they achieve well in personal, social and emotional development and satisfactorily in all other areas of learning. By the end of the Foundation Stage most are achieving the majority of goals expected nationally, but few exceeding them. Children with special educational needs achieve well within a caring and secure environment.

Teaching and learning are satisfactory overall. Within the context of a class with three age groups, the children are taught well by the class teacher when they have her undivided attention. However, frequently they are working with volunteer adults or a non-specialist teaching assistant who provide good personal and emotional support but sometimes lack confidence and miss opportunities to extend the children's learning in taught sessions and during independent structured play activities. There is no specialist trained nursery nurse and at times the teacher has no additional support: this is very demanding in a class of 27 children across three year groups. The volunteer adults are very committed and make a very good contribution to the children's overall experiences. At times the children are taught as one group with the older pupils when sometimes the activities are geared to National Curriculum requirements rather than the Foundation Stage curriculum. Thus the mixed-age class impacts negatively on the quality of overall curriculum in the Foundation Stage. The teacher carefully plans activities related to all six areas of learning, but much of the room is structured to meet the needs of the older pupils who form the majority. The new accommodation is a significant improvement on that at the time of the last inspection. The teacher has worked hard and effectively to ensure the new permanent classroom, commissioned just one month before the inspection, is already a lively and stimulating learning environment, with some designated areas for Reception children to work independently. However, despite the potential for easy direct access to the outside, the outdoor provision remains limited and is not yet integral to the learning across the six areas. There are no areas of shade or shelter or where equipment can be used independently by the children in a secure and defined area. The Foundation Stage manager and headteacher are fully committed to developing this as a priority now that the new building and playground have been commissioned.

The teacher leads her team well and provides a good role model for colleagues within the context of her many responsibilities in this small school. The children's progress is carefully observed and monitored and the teacher's recording systems are very good, being well structured and comprehensive. There is a good induction programme and children and their parents/carers are well informed and involved in the process, although this year, building works restricted some of the customary activities. Being in a mixed-age class, the arrangements for transfer to the next stage are very good and children move very smoothly into the expectations for Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children are in line to meet the goals expected nationally by the end of the Reception Year, and a good proportion will exceed them.
- The good provision within the school's family ethos enables the children to achieve well.
- Relationships between the practitioners and the children are good.

- Children are encouraged to think for themselves about the way they behave and to respect each other and care for their environment.

Commentary

39. The school successfully ensures that the personal, social and emotional curriculum underpins all the children's experiences and children achieve well in this area of learning. Children are encouraged and helped to understand routines, to take responsibility, for example when changing for physical activities and clearing up after a session with construction and craft equipment, and to care for each other. They confidently join in whole class activities, for example 'showing and telling' when sharing objects brought to school, and making sensitive comments following role play after hearing a story about the lost sheep as part of a Year 1 and 2 religious education lesson. Good teaching in this area enables the pupils to learn well. Their ideas are valued by all practitioners and volunteers and this enhances their self-esteem. Very careful monitoring and very good assessment by the teacher helps to ensure all children's needs are met.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Most of the children are in line to achieve the goals expected at the end of the Reception Year.
- Good opportunities are provided to develop speaking and listening skills.
- There is very good assessment and recording of progress by the teacher in reading and writing.
- Little use is made of the outside to contribute to this area of learning.
- The direct access to the new school library strengthens the children's experiences.

Commentary

40. The children's language and literacy skills are broadly in line with expectations when they enter the school. Their achievement in this area is satisfactory, so by the end of the Reception Year most are in line to achieve the nationally expected goals, with some exceeding them, particularly in speaking and listening and reading. The children's good social and emotional development enables them to contribute well in speaking and listening activities, for example sharing with the class things brought in from home that change shape.
41. The teaching of early reading and writing skills includes a structured approach learning letter sounds and the pupils make satisfactory progress which is very well monitored and recorded. They know letter names and sounds and are able to read key words. They enjoy listening to familiar and new stories in the new library, and most concentrate well, interpreting the pictures and recalling what happened in the story. They confidently join in nursery and action rhymes when working with a teaching assistant. The quality of teaching and learning is satisfactory overall. When working with the teacher their learning is good, being enhanced by clear and purposeful guidance. This good level of learning is not always maintained when taught by other practitioners. Given the limited provision outside on the playground area, there is not a well developed area for experimenting with mark making and early writing within the classroom.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Most children are in line to achieve the nationally expected goals by the end of the Reception Year.
- Children achieve well when working with the class teacher on well-presented activities.
- The mathematical environment is not fully established within the new classroom and the lack of easy access to outdoor provision limits the range of experiences in mathematical development.

Commentary

42. Children's achievement is satisfactory in this area and most are in line to achieve the nationally expected goals. They are developing a good understanding of number and most count reliably to ten and recognise numbers when written down. They enjoy bingo games and use number names spontaneously. They sort objects and shapes well, for example cutting up and re-assembling their own shape jig-saws and are beginning to use correct mathematical language. They have recorded number stories and enjoy number rhymes. Learning is good when children work directly with the teacher but overall it is satisfactory reflecting the satisfactory teaching by other practitioners. There is no 'shop' or 'café' within the classroom to encourage the use of number language, and limited mathematical displays or collections of two and three dimensional objects and shapes. There are plans for a range of markings on the new playground to support mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, CREATIVE DEVELOPMENT AND PHYSICAL DEVELOPMENT

Provision in these three areas is **satisfactory**.

Main strengths and weaknesses

- There are well planned and good opportunities for first hand experiences in these areas.
- In some whole class lessons, expectations are too high and activities are insufficiently tailored to the needs of the Reception children.
- Children benefit from the support of practitioners and other volunteers and enjoy a wide range of activities.

Commentary

43. Almost all children are in line to achieve the expected goals in all three of these areas of learning. Overall, their achievement in these areas is satisfactory. Teaching and learning are also satisfactory overall but do vary throughout the course of the day. The children make good progress when working within their group with a practitioner or volunteer, for example when exploring objects which float and sink, colour mixing and selecting pebbles to be painted. In a few whole class lessons, when the teacher has no additional practitioner or volunteer helper, and where the Reception children are expected to work alongside the Year 1 and 2 pupils they are sometimes overshadowed and struggle to participate. For example in a physical development lesson on the field, the children participated well in the individual warm-up activities but some found the whole-class competitive game too complex and physical. The limited facilities on the new playground are restricting the range of independent child-initiated activities. The teacher has plans to make good use of the new hall for a range of activities across all six areas of learning once all the new equipment has arrived, and to incorporate the outside once improvements have been made to the provision of a shelter and clearly defined boundaries. The school has rightly identified these two areas for further development.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards attained by all age groups in speaking and listening are above national expectations.
- Standards in reading are well above national expectations by the end of Year 6. This is a strength of the school.
- Although sound overall, writing is an aspect of English which requires improvement.
- The quality of teaching is good and most pupils are learning well.
- Leadership and management of the subject are good.
- The new accommodation, including the library, is making a significant impact in raising the quality of provision in English.

Commentary

44. The standards of pupils' attainment in Year 2 now are above those expected nationally for reading, and in line with national expectations for writing. In Year 6, standards in reading are well above national expectations. Reading is a strength of the school's provision. Developing pupils' speaking and listening has been a major focus of the school and the pupils' attainment in this important area of learning are also above national expectations throughout the school. The achievement of pupils with special educational needs is good in reading, writing, and speaking and listening. Standards attained in writing, including spelling, are satisfactory across the school. The attainment of Year 6 pupils in writing, whilst broadly in line with the nationally expected levels are disappointing when compared with their levels of reading.
45. The quality of teaching in English is now good. It has improved significantly throughout the school over the past year. Teachers have a good understanding of the subject and of the National Literacy Strategy. This is impacting positively on pupils' learning. Lessons are carefully and well planned, taking into account the mixed-age classes across the school, with clearly focused learning objectives that are shared with the pupils. This ensures that all pupils know what the lesson is about and can judge whether or not they have achieved the objectives by the end of the session. Encouraging pupils to speak in public and to listen carefully whilst others speak are strong features of some of the lessons. For example, two older pupils in one of the classes prepared a presentation with photographs and other artefacts and spoke to the rest of the class about their interests. One of the presentations during the week of the inspection was entitled: 'My first Christmas in France' and this enabled the pupil to respond to questions from other pupils and for a short discussion to take place. Pupils use computers to word-process their work and teachers are using their laptops to present work to the class. However, the use of information and communication technology in English is an area requiring development now that computers are becoming available in the new classrooms. Good opportunities are provided in most lessons for pupils to discuss what they have learned, and to celebrate any particular achievements. Pupils take full advantage of these.
46. Teachers and teaching assistants know the pupils very well and their relationships are good. The sensitive interaction between the adults and pupils which takes place during lessons effectively supports pupils' learning. Plenty of opportunities are provided for pupils to practise and extend their reading skills as a class or in smaller groups. Pupils who need intensive support receive this individually or in groups of two or three, either in the new library area or within the lesson time. These opportunities contribute to the good learning and well above average standards in reading. Pupils' behaviour is very good and most pupils have a good attitude to learning. The school benefits considerably from the help it gets from a group of parents and others who make a good contribution to the overall learning.
47. The leadership and management provided by the subject co-ordinator are good. She has a good understanding of how well the pupils are learning and of the quality of teaching and

undertakes regular teaching of the subject herself. Great care is taken to collate information about how well pupils are doing using Foundation Stage profiles, National Curriculum test materials and other tests and pupils' progress is tracked effectively over time. The headteacher uses this information well and a detailed Literacy Action Plan for 2004-05 is in place. Writing is an area that has been identified for improvement and additional targeted support is already being provided for certain pupils. The curriculum in English is good, and this ensures all pupils cover all aspects of learning at a level which is appropriate to their needs. All pupils have individual targets for English and most pupils know them and are beginning to apply them when working. Homework is regularly set and this enhances pupils' learning opportunities well.

48. The new, spacious classrooms are already improving the quality of teaching and learning and standards of attainment in English are rising as a consequence of this. The new library, which is situated at the end of the main corridor, provides a very good teaching and learning space and has a good range of fiction and non-fiction books. A good range of books, including picture books, dictionaries and thesauruses, is also available in each of the three classrooms. Improvements since the last inspection are satisfactory.

Language and literacy across the curriculum

49. Language and literacy is used well in other subjects throughout the school. In science, for example, younger pupils' speaking and listening skills were strongly promoted during the 'show and tell' session, when pupils were invited to bring in a material that changes shape. Pupils' reading, writing, speaking and listening skills are also developed and effectively support learning in subjects like design and technology, personal, social and health education and religious education.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are in line with national expectations.
- Pupils with special educational needs achieve well.
- The quality of teaching and learning is satisfactory.
- Activities are not always sufficiently matched to the needs of different pupils within the mixed aged-classes, consequently not all pupils achieve as well as they might.
- Substantial time is given to teaching mathematics in all three classes and pupils cover a wide range of mathematical concepts.
- Pupils are not always clear about what they need to do to improve and the work of some pupils is frequently not marked by the teacher.

Commentary

50. Standards attained by pupils in Years 2 and 6 are now in line with national expectations. These are broadly the same as those reported on in the last inspection, and indicate an improvement by pupils in Year 6 on last year's attainment. Nearly all the pupils arrive in Year 1 from the Foundation Stage with a sound understanding in line with the national expectations for their age. The achievement of most pupils is satisfactory throughout their time in the infant and junior years. However, in some lessons within the mixed-age classes, some groups do not achieve as much as they could and evidence from pupils' work books over the year, shows that sometimes there is insufficient match of work to the particular needs of each group within a class and this limits the rate of learning. Most pupils with special educational needs (SEN) make good progress; for example in Year 2 they are achieving nationally expected levels in the most recent tests, having been well behind national expectations at the end of Year 1. Similarly, older junior pupils with special educational needs have progressed well

following additional support as part of the intervention programmes within the National Numeracy Strategy.

51. At the time of the inspection pupils were working on a range of mathematical topics, including ordering and counting numbers, finding fractions and ratios and investigating axes of symmetry on two dimensional shapes. During the course of all lessons pupils were practising quick recall of counting in tens, halving and doubling numbers and deriving number facts from the nine times table. Each of these activities effectively supported the pupils' oral and mental skills. Evidence from pupils' mathematics workbooks and teachers' plans and from talking to pupils shows that the wide range of mathematical concepts in the National Curriculum is covered during the course of the year in all classes; the pupils' workbooks contain a substantial amount of recorded work, most of which is accurate and reasonably well presented in line with expectations for their age.
52. The quality of teaching and learning is satisfactory. Whilst this is a decline over that reported at the time of the last inspection when it was good, the quality has improved in recent months because of changes in staffing and the significant influence of the much improved new accommodation. These changes have not yet fully impacted on the overall standards attained by the pupils. Pupils have good attitudes to learning and towards the subject and these contribute well to their learning. For example, they work diligently on investigations, sustain their concentration and collaborate well together when the tasks are matched closely to their learning needs. However, many of them lack confidence in talking about the strategies they deploy and in using correct mathematical terminology.
53. There are a number of strengths within the teaching which lead to some good quality learning. Teachers plan their lessons carefully and use the time available well to ensure a variety of activities. Most model mathematical language well and explain clearly the new concepts to be learnt. They plan interesting and challenging activities and often make good use of apparatus to support pupils' learning, for example the overhead projector to display lines of symmetry and the use of peg boards to devise arrays in fraction work. However, in some lessons, particularly during the oral and mental sessions, activities were exactly the same for the whole class despite the wide variation in age and mathematical understanding associated with two or three year groups in one class, which meant that some pupils were not fully challenged whilst others were struggling to follow or keep up with the pace. In one lesson the work was not well matched to either of the two groups which meant that one group became very reliant on the teacher whilst the other group became confused and achieved very little. During these oral and mental sessions and when they are reviewing work at the end of the lesson, some teachers rely too heavily on pupils offering ideas, enabling others to remain passive, and thereby not fully occupied. Assessment and recording of pupils' progress is satisfactory. Teachers frequently check their pupils' understanding of a topic at the beginning and end of the lesson. Whilst much of most pupils' work is marked, there is too little marking by the teachers of some pupils' work, with as much as two months between, limiting the guidance given to these pupils on how best to improve. Pupils do not have short term targets to practise or learn within mathematics and are not always clear about exactly what it is they are learning in lessons, and this adversely influences their achievement. Pupils are regularly tested using nationally adopted materials and there are detailed and accurate recordings of their progress from one year to the next.
54. The mathematics co-ordinator is providing satisfactory leadership in the subject. She has many other responsibilities within the small team of staff, limiting the time available to this leadership role. She has a good understanding of what is involved and has developed an action plan with a number of priorities. However, some lack clarity about precise actions and intended outcomes. She has analysed test results and identified areas needing greater focus, led discussions in staff meetings and looked at pupils' work, but has not formally monitored the quality of teaching across the school.

Mathematics across the curriculum

55. Pupils' competence in numeracy satisfactorily supports their work in other subjects, for example as they learn to interpret weather data in geography, complete spreadsheets in information and communication technology, and conduct and record scientific investigations. Despite the time given to mathematics, the subject does not have a high profile in displays in some classrooms and around the school.

SCIENCE

Provision in science is **sound**.

Main strengths and weaknesses

- The standards attained by the end of Year 6 match the national expectations.
- The quality of teaching and learning has recently improved and is now good.
- The new accommodation has impacted positively on improving the quality of teaching and learning in science.
- The way the curriculum is being taught in each class does not fully take into account the current mixed-age classes and year group distribution in the school.

Commentary

56. Standards attained by some pupils in Year 2 are above national expectations but overall the standards in Years 2 and 6 are in line with national expectations but below those reported in the last inspection. Pupils' achievement overall is satisfactory, but it is good in experimental and investigative science.
57. Teaching and learning are now good in science across the whole school. Lessons are well planned, with clear learning objectives drawn from national guidance. The new, more spacious accommodation enables pupils to engage effectively in the full range of topics and activities. This is already having a positive impact on raising the quality of teaching and learning and, as a consequence, on standards of attainment. Topics being studied include habitats, the life cycle of plants, materials and forces. Pupils in Year 2, 3 and 4, for example, during the week of the inspection explored the school field with the very effective support of a group of parents. Pupils were asked to: 'predict what will be there; plan how you will investigate it; (and) describe how you will record your findings'. The pupils' work was then displayed on one of the new walls. The younger Year 2 pupils found working with the older pupils stimulating, and all the pupils achieved well during this introductory lesson. Pupils are very enthusiastic about science and their attitudes are good. The behaviour of pupils is consistently very good. These qualities impact well on their learning and achievement. The use of information and communication technology during the science lessons in all classes is still under-developed and is an aspect of provision which requires developing.
58. The school's rolling programme of topics in science prevents some pupils in some of the year groups from covering as thoroughly as they should all the topics being planned for. The curriculum topics, however, are interesting, covering all the essential elements of science, and they provide a comprehensive programme of work throughout the school, effectively supplemented by a range of visits and special events, such as the Science Fair and a visit to Yarde Farm in connection with healthy eating. The assessment arrangements are satisfactory overall, but there are inconsistencies in the way different class teachers record pupils' achievements. The subject co-ordinator, through her monitoring, is aware of the quality of teaching and learning across the school and she provides satisfactory leadership and management of the subject. There are sufficient resources and equipment to meet the requirements of the curriculum and these are kept in a central place for easy access. Improvements since the last inspection are sound overall, and good in relation to the impact of the accommodation.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

59. It was not possible to observe any ICT lessons during the inspection and so there can be no overall definitive judgements about the standards attained or quality of provision. However, evidence was gained from looking at pupils' previous work, talking with a group of pupils who demonstrated some of their skills and previous work stored on computers in their classroom, a discussion with the subject leader and looking at curriculum plans and other documents.
60. The school rightly identified ICT as one of its four main priorities in the current School Improvement Plan, recognising earlier weaknesses in provision related to shortcomings in resources, difficulties related to the re-building programme and staff training needs. A new subject leader took up her responsibilities in March 2005, having been in the school from the previous September. The previous subject leader had left some time before. The new leader has a good knowledge of the ICT curriculum, previous experience of teaching ICT across the primary age range, confidence in managing the equipment and demonstrating to her colleagues. She is already providing good leadership of the subject having set about transforming the provision for ICT with a view to raising standards. Major disruptions to the buildings during the extensive rebuild for much of this academic year have, until very recently, restricted pupils' access to computers. On moving into the new accommodation in May 2005, a group of computers and printers has been established in each classroom, with a favourable overall ratio of machines to pupils in comparison with the national average. The networking of these, underway at the time of the inspection, has the potential to transform their use as valuable teaching and learning tools. The school is implementing a new policy in relation to ensuring secure use of the Internet.
61. Despite the recent limited access to computers pupils have developed a satisfactory range of ICT skills and have used ICT to support their work in other subjects. For example, pupils in Years 1 and 2 have written text, produced self-portraits using an art package and learned to control a 'pen' across the screen linking given items. Older pupils have entered data onto a spreadsheet and produced multi-media presentations including sound and animation, which also involved using the Internet to research information. A two year rolling programme of study units has been introduced to ensure National Curriculum requirements are covered term by term in each class, in addition to some continuous elements such as the use of the Internet for research. This programme addresses previous gaps in curriculum coverage. This has been supported by a perceptive and systematic audit of software and the selective purchasing of new material which, together with the new machines becoming fully operational, enables the requirements of the National Curriculum to be met in full. Assessment and recording arrangements have been reviewed and the school is in the process of establishing end of unit assessments to strengthen previous arrangements. There are plans to develop an after-school website club in September.

Information and communication technology across the curriculum

62. The school has recently acquired its first interactive whiteboard, yet to be installed, and the Friends of Stoke School (FOSS) have pledged funds to purchase more projectors to strengthen further the use of ICT in teaching and learning across the school. The subject leader and one other teacher are scheduled to attend three days training by the LEA on how to embed ICT into the primary curriculum. There are already good examples of ICT being used in a cross-curricular context, for example weather data from a geography lesson being used to learn about spreadsheets and information learned in history about the Ancient Greeks being used for the basis of multi-media presentations. There is an extensive range of software systematically catalogued, following a recent audit, showing staff the range of programs available in the school to help teaching and learning in all areas of the curriculum.

HUMANITIES

63. Geography and history were only sampled. Just one geography lesson and no history lessons could be observed during the inspection and so it is not possible to make formal judgements about the quality of provision or standards achieved in these subjects. Evidence was gained

from the one geography lesson, discussions with the two subject leaders, examining a range of pupils' work and analysis of curriculum plans and other documents.

64. The one lesson observed in **geography** was for Year 4, 5 and 6 pupils. It was a good lesson in which pupils were looking at current weather data they had gathered earlier in the day from the internet from a number of mountain locations they had been studying. Pupils showed a secure knowledge of the characteristics of weather and climatic influences related to altitude and latitude. The short video film of life in an Inuit village in northern Canada provided a good basis for discussion to which pupils responded well. Evidence from pupils' books and displays in classrooms shows that pupils in Years 1 and 2 have been studying homes, life in India, conducting traffic surveys near the school and constructing maps to show '*Rosie's Walk*' and '*The land where the Jumbies live*'. Older pupils have also studied India and mountain environments, working individually and in small groups on independent projects.
65. In **history**, pupils in Years 1 and 2 have covered a good number of topics including looking at toys, clothes and houses from earlier times, the fire of London and Guy Fawkes. Junior pupils have recently studied the Ancient Greeks, invaders and settlers of the British Isles and life in Tudor England.
66. There are some strengths common to **geography and history**. Both are led well by teachers with good knowledge of and a real interest in the subjects who have improved the range of resources available and checked the overall curriculum coverage. Both subjects are significantly enhanced by the frequent visits to places of interest, for example the Exeter Museum, the Victorian Museum in Torquay, local studies of the River Dart, early settlement patterns, historic theme days and annual residential visits by all Year 5 and 6 pupils to a contrasting area. There are some good cross-curricular links with both subjects, for example the use of geographical data to learn about the use of spreadsheets in ICT, and producing multi-media presentations in ICT lessons based on work on the Ancient Greeks. The infants' work on the fire of London led to learning about modern fire fighting, safety and how to make emergency calls in personal, social and health education. The school has a good range of DVDs and CD ROMs to support teaching and learning in each subject.
67. There are two aspects in need of further development. In terms of curriculum coverage the two year rolling programme of topics for each subject fulfils the requirements of the National Curriculum, but has been complicated by the recent move in the school to classes with three year groups and the pupils in Years 2 and 4 being divided between two classes. Assessment procedures across the school, whilst satisfactory, are not consistently applied; recently introduced systems to support transfer and progression from one class to the next are yet to become established.

Religious education (RE)

Provision in religious education is **good**.

Main strengths and weaknesses

- The standards of attainment in religious education (RE) are above those expected locally.
- The school's provision for teaching and learning about Christianity is a strength.
- The teaching about other World Faiths is satisfactory and in Hinduism it is good.

Commentary

68. Pupils' attainment at the end of Year 2 and Year 6 is above the expected standards in the locally agreed syllabus for RE in Devon, Plymouth and Torbay. Pupils' attainments are judged on their knowledge and understanding of Christianity and other principal religions in Britain and how they use this to reflect on their own beliefs and values. Pupils of all abilities achieve well, including those with special educational needs.

69. Teaching and learning in RE are very good. Teachers plan their lessons using the locally agreed syllabus as a framework. Lessons are interesting and as a consequence pupils are able to sustain their concentration and work well. Younger pupils work on a range of Jewish and Christian stories from the Old Testament and Christian stories from the New Testament of the Bible. They also learn well about the Christian celebration of harvest, the Easter Story and about the birth of Jesus at Christmas. More able pupils could recall and understand metaphors used by Jesus, for example: 'I am the bread of life' and could relate it to the incident in the New Testament when Jesus fed 5000 people, above standards expected locally.
70. Older pupils have followed a topic on Hinduism, and learned well about the main Hindu deities such as Ganesha the Elephant god. They also learned about the English Parish Church and what it was like to be a monk. Pupils explored how people express their faith through the arts, and they produced a range of beautiful Christian symbols, based on the cross. The Christian aspect of the school's provision is a strength. Pupils' attitudes across the school are very positive towards their RE lessons and their behaviour is consistently very good.
71. The subject is well led and managed by the subject co-ordinator. The school is planning to review the curriculum so that all pupils will have the opportunity to explore more fully all the topics they need to cover in each of the classes. The satisfactory assessment arrangements are to be reviewed to reflect the planned changes to the curriculum. Although resources are satisfactory, there is only a limited range of artefacts to enhance the pupils' learning about other major world religions. Improvements since the last inspection are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

72. Art and design was only sampled. Just one lesson was observed during the inspection. There was, therefore, insufficient evidence to make overall judgements about the provision and standards achieved. However, in the lesson observed the quality of teaching and learning was very good. Pupils' attainments in art and design by the end of Year 2, based on that lesson and a scrutiny of their work, are above national expectations and their achievement is good.
73. In the lesson observed, Year 1 and 2 pupils worked with enthusiasm and were highly focused on designing a picture using twigs and shells and undertaking first-hand observational drawings. The teacher was very ably supported by the learning support assistant and two parent helpers. The teacher used the digital camera to record all the pupils' work and a small group of pupils, using appropriate software, developed their ideas on the two computers in the classroom. The use of information and communication technology effectively supported teaching and learning during this lesson. There was good evidence around the school and on display of a range of art, craft and design activities, including an effective display of three-dimensional cut-out shapes of vases from Ancient Greece by pupils in Year 4, 5 and 6 and sculptures in clay of, for example, sailing boats on the foreshore by pupils in Year 2, 3 and 4. Evidence in pupils' sketchbooks varied widely, from simple attempts at perspective by pupils in Year 2 to detailed sketches of female figures in period costume entitled: 'Dreaming' by Year 6 pupils.
74. Although the art and design co-ordinator has had the responsibility for less than a year, the policy on art and design has been updated and there is a detailed action plan in place. Resources to support teaching and learning are good. External support has been provided by an Advanced Skills Teacher who has been advising on how the art and design curriculum can be woven into other subject areas throughout the school. An Arts Activity Week, with visiting artists, has been planned for later in the term. The co-ordinator gives good direction to the subject and provides overall satisfactory leadership and management.

Design and technology (DT)

75. Design and technology (DT) was only sampled and so it is not possible to make an overall judgement about the provision and standards achieved throughout the school. Just one lesson was observed in DT where the quality of teaching and learning was satisfactory.
76. There is evidence of good standards of work in Year 1 and 2. In designing and making a tiny piano stool, pupils completed their own evaluations: *'I used wood. I used glue to join it. I decorated it with a pillow (cushion). I would use metal so it would be stronger'*. Work in evidence in Year 6 included a model incorporating an electrical circuit and a design for simple musical instruments.
77. The design and technology co-ordinator has not had the responsibility long enough to have an impact on the quality of the provision across the school. The policy for DT is currently being redrafted, an action plan is in place and the programme of topics across the school is being reviewed. The satisfactory resources to support teaching and learning are slowly being built up and a significant amount of money from the school's budget has been allocated. Monitoring by the subject co-ordinator of teachers' medium-term plans has started. The co-ordinator, who is a specialist in the subject, provides satisfactory leadership and management of the subject.

Music

78. Music was only sampled as no lessons were observed during the inspection. It is not possible, therefore, to make an overall judgement about the provision throughout the school.
79. The school, however, has a detailed policy document for music, which identifies national guidance as a framework for teaching and learning. Currently, the music curriculum is based around the BBC's radio and television programmes for schools, alongside nationally recommended guidance. Lessons are sometimes linked to other topic work, for example pupils recently learnt about Tudor music related to their history work. Resources to support teaching and learning, which were available for examination, do not fully meet the needs of the curriculum. Some resources are shared with another school and so not always available at Stoke Gabriel. The shortage of resources, especially pitched percussion instruments, has been identified by the school.
80. The subject is led and managed by a part-time music teacher, who teaches each of the classes on a weekly basis. The school choir, which is run by a parent helper, provides an enriching experience for those pupils who attend, and makes a valuable contribution to the school's music provision as does the descant recorder group. Music has been identified by the school as an area for further improvement.

Physical education (PE)

81. The subject was only sampled. Only one lesson could be observed in PE during the inspection and so it is not possible to make formal judgements on the quality of provision or standards achieved. Additional evidence was gained from talking to the subject leader, to pupils and examining documents.
82. The one lesson observed was a games lesson for infant pupils. It was a satisfactory lesson on the school field in which the teacher had to be mindful of the needs of Foundation Stage children within a class of Years 1 and 2 pupils. This limited the range and quality of activities for the older pupils in the class.
83. The school reports two aspects of PE being strengths, neither of which could be observed during the inspection: these are swimming and dance. Pupils in all year groups attend swimming sessions each year which is much more than the national expectation, and reportedly results in above average standards. Pupils have also benefited from a visiting specialist dance teacher. In recognition of the good standards of dance, the school was chosen recently to represent the local area and perform in an LEA dance festival in Exeter.

The school has been successful in a number of inter-school games and athletics competitions, with certificates and silverware displayed proudly in the entrance hall. Pupils have a positive attitude towards competitive sport. The school has identified gymnastics as a weakness within PE provision in the absence of a school hall. The new accommodation and the creation of a hall have transformed the potential for good quality teaching and learning in this aspect of the subject. New gymnastics equipment has been ordered and further funding allocated to replace ageing vaulting equipment. Gymnastics development is a priority on the school improvement plan; the subject leader has a clear strategy for strengthening gymnastics provision and her good leadership has contributed to the existing strengths. Further staff training in gymnastics is scheduled for the autumn term and the overall curriculum provision needs to be reviewed in the light of the opportunities provided by the new accommodation. The lunch time assistants manage a range of small PE equipment for which they have received training. This provision enables the pupils to practise and develop some skills and take responsibility for the equipment.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Standards in PSHE are good, due to the major focus the school places on it.
- Teaching and learning is good and there is a very good curriculum in place.
- The subject is very well led and managed by the subject co-ordinator.

Commentary

84. Although only one lesson was observed in which PSHE was the main focus of the lesson, sufficient evidence has been seen to make a secure overall judgement about provision. Each class has a clear set of Golden Rules and in the older pupils' class these rules are augmented by the class rules, of which the following are an example: 'Do your best'; 'Respect other people's ideas and views'; and 'Have fun!'. These values permeate much of the work of the school, and from the range of evidence seen during the inspection it is clear that pupils' standards in PSHE are good across the school.
85. The curriculum, based on a mixture of national guidance and a published scheme of work, provides a very good framework for teaching and learning. The school's policies on drugs education, substance misuse, bullying, sex and relationship education and race equality ensure that all aspects of provision are fully in place to meet the personal, social and health needs of the pupils, and to raise their awareness of issues surrounding being a good citizen.
86. In the lesson observed, the theme was on 'relationships and feelings'. Pupils in Year 4, 5 and 6 explored through discussion what it would be like to arrive at a new school without knowing anyone. Their ideas of what they would like to see when they walked through the entrance were very wide-ranging. The ideas the pupils suggested were very wide-ranging and very interesting. These included having flags of different countries, faces of all the pupils in the class, and messages of welcome in different languages. National dress was suggested, but the teacher quietly pointed out that: they live in a multi-cultural society and would have to decide which national dress to choose. When a 'Big Tree' was suggested, everyone clapped. A spontaneous ballot was held and this suggestion won outright. 'We live in a democracy...', said the teacher sensitively to one pupil at the end of the lesson whose idea was not chosen. One suggestion was of a banner with the words: 'Welcome to our school: the best school in the world!' demonstrating the pupils' pride in their school.
87. The school recently introduced a School Council which meets weekly and gives pupils opportunities to develop their skills in this aspect of the curriculum. The school has met all the requirements for the (Devon) Healthy Schools Award and is working towards being accredited nationally. A whole range of activities designed to promote pupils' personal, social and health

development have been introduced, such as taking part in National Hygiene Week, a visit from the environmental health department in relation to National Food Safety Week, healthy eating, close involvement of the fire officer and school nurse in PSHE-related activities. Moreover, pupils in Year 5 and 6 have been given more responsibility for younger pupils with reading, helping in the class on Friday afternoons, helping at playtime and during wet playtimes. There is now a weekly 'Circle Time' in all classes, where issues are raised in a planned way based on the school's curriculum plan. The subject is led and managed very effectively by the subject co-ordinator who regularly examines pupils' work and copies of teachers' planning. The topic outline is due to be updated to ensure that all pupils in all classes are fully involved in all the activities and programmes. Personal, Social and Health Education was a strength at the last inspection and continues to be so. Improvements since the last inspection are good.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	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	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
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	3
The leadership of the headteacher	3
The leadership of other key staff	3

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