

INSPECTION REPORT

UFFCULME PRIMARY SCHOOL

Uffculme, Cullompton

LEA area: Devon

Unique reference number: 113111

Acting headteacher: Mrs S Evans

Lead inspector: Mr D Manuel

Dates of inspection: 7 – 10 February 2005

Inspection number: 268156

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	188
School address:	Ashley Road Uffculme Cullompton Devon
Postcode:	EX15 3AY
Telephone number:	01884 840282
Fax number:	01884 841530
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Willan
Date of previous inspection:	18 January 1999

CHARACTERISTICS OF THE SCHOOL

Uffculme is a smaller than average primary school for children aged between four and eleven years. The school mainly serves the village of Uffculme and local area within the Culm Valley. Almost all the pupils are from a white, British background. The socio-economic circumstances of the area are variable and average overall. The percentage of pupils claiming free school meals is close to the national average. The proportion of pupils with special educational needs is slightly above average. These needs cover a wide range of specific requirements including learning, social and behavioural difficulties. There are two pupils with a statement of special educational need, average for primary schools. There are ten pupils from minority ethnic groups but none speak English as an additional language. There are five traveller children. During the past year, 27 pupils joined and 28 departed at other than the usual times. This higher than normal mobility rate (14 per cent) is due to the regular movement within the local social housing area. There have been no exclusions in the past year. Attainment on entry fluctuates from year-to-year, ranging from well below average to average but is below average overall.

Distinctive features of the school include the supportive atmosphere and a commitment to provide an environment which cares for every individual in its community. Good support is given to all pupils as they endeavour to fulfil their potential. The school has very good links with the local community.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21090	Mr D Manuel	Lead inspector	Mathematics Science Physical education Citizenship
19322	Mrs J Bedawi	Lay inspector	
22831	Mr C Lewis	Team inspector	Foundation Stage Special educational needs Art and design Information and communication technology Religious education
27240	Mr W Hooper	Team inspector	English Geography History Design and technology Music

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Uffculme Primary School is a good school. Since the previous inspection, the school has had to cope with several significant difficulties, including higher than normal pupil mobility and the long-term absence, due to ill-health, of the headteacher. Good teaching helps pupils to achieve well from low starting points and the strong teamwork of the acting headteacher and staff is a major factor. The good care and support that pupils receive are important aspects of the school's improvements. Overall the school provides good value for money.

The school's main strengths and weaknesses are:

- The leadership and governance of the school are successful in providing a good quality of education.
- Teachers and helpers work together as a strong team to provide caring support for pupils.
- The good quality of teaching promotes good learning by pupils.
- The good provision for pupils personal development results in pupils' behaving well and having good attitudes and values.
- By Year 2 and Year 6, standards in writing are below average.
- Provision for pupils with special educational needs is very good.
- Links between the school and parents are good and with the local community are very good.

The school was previously inspected in January 1999 and has made good improvement in overcoming the identified weaknesses of that time. Clear published aims and policies have been created. Systems for recording pupils' attainment and progress are now well established. The roles of co-ordinators in monitoring the curriculum, teaching and learning are now satisfactory and the pond in the environmental area is securely fenced. Shortly after the previous inspection, a new headteacher was appointed and after evaluating progress, identified a number of key areas for improvement, including leadership and management and standards. Good progress was being made in these areas due to her good leadership. However, during several months of the past year, the headteacher has been absent due to ill-health. The acting headteacher has maintained a clear focus on the key areas and, together with a strong team commitment and good support from the governing body, improvement has continued well.

STANDARDS ACHIEVED

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

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

Across the school as a whole, **pupils achieve well.** Standards have tended to fluctuate due to the varying proportions of lower attaining pupils and the higher than normal levels of pupil mobility, but trends in the school's results over the past five years have risen at a slightly higher rate overall than the national trend. Inspection evidence indicates that pupils achieve well during their time in the school, due to the good quality of teaching they receive. By Year 6, standards in art and design and in personal, social, emotional and health education (PSHE) are above expectations. Standards in all other inspected subjects are average, except in writing, where they are below average. By Year 2, the pupils' achievement is similarly good. Standards are average in all subjects except writing

and mathematics, which are below average. There was insufficient evidence to judge standards in history and design and technology and these subjects were only sampled. Pupils with special educational needs achieve well. The very good support for these pupils is the major reason for their good progress. Children in the Foundation Stage also make good progress. The current reception children are on track to achieve all the goals that children are expected to reach by the end of reception. The quality of **pupils' spiritual, moral, social and cultural development is good**. Pupils' attitudes and behaviour are good. By the time they leave the school, pupils are mature and responsible. Attendance is slightly below the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is good, reflecting good teaching by teachers and good support from teaching assistants. The breadth and balance of learning opportunities in the curriculum are satisfactory overall. However, some sessions, particularly in the mornings, are too long. Teachers work hard to stimulate pupils' interest in lessons and have high expectations of their responses and behaviour. As a result, the quality of pupils' learning is good. The school shows good levels of provision for the care, health and safety of pupils. There is very good support for the significant proportion of pupils with special educational needs. The school works well with parents, providing good information. Links with the community are very good and with other schools are good.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. The headteacher and senior management team have provided good leadership since her appointment. In the past year, the acting headteacher has maintained this good quality of provision. There is a clear focus on raising standards through improved quality of teaching and through a strong commitment to teamwork involving all members of teaching and non-teaching staff and governors. Overall, the management by other key staff is satisfactory. The co-ordination of several subjects has only recently been delegated and monitoring of teaching and learning in these subjects is at an early stage. The quality of governance is good. The governing body maintains a close overview of school developments. The governors ensure that all statutory requirements are being met. Administrative staff make good contributions to day-to-day management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

In their responses to the questionnaires and at the parents' meeting, almost all parents were very supportive of the school. Parents particularly appreciate the friendly welcome they receive and the efforts the school is making to improve standards for all pupils. They are pleased with levels of progress and the good teaching. However, they have some justifiable concerns about road safety outside the school. Pupils are very positive about the school and enjoy their learning and the opportunities that they have to contribute to the running of the school through the newly-created school council.

IMPROVEMENTS NEEDED

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

- Raise standards in writing across all year groups.
- Raise standards in mathematics by the end of Year 2.
- Review the curriculum time allocations to assist the development of key priorities.
- Work with relevant parents to improve the attendance rates.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement by children in the Foundation Stage is good. The achievement of pupils in Years 1 to 6 is good. This consistently good achievement is the result of good provision and teaching which enables pupils to make good progress in academic and personal development, often from low starting points.

Main strengths and weaknesses

- Pupils achieve consistently well as they progress through the school.
- By the end of Year 2 and Year 6, standards in writing are below expected levels.
- Standards by Year 6 in art and design and personal and social skills are above expected levels.
- The achievement of pupils with special educational needs is good.

Commentary

1. Provision in the Foundation Stage is good. The children's attainment when they start school is normally below average overall, though a little higher in the current reception. Children in the reception class make a good start to their learning and quickly settle into school routines. Good teaching ensures that most children make good progress in their academic and personal skills and are likely to attain the early learning goals in all areas of learning by the end of reception.

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

Standards in:	School results	National results
reading	16.2 (15.8)	15.8 (15.7)
writing	13.3 (13.4)	14.6 (14.6)
Mathematics	14.7 (14.6)	16.2 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

2. When compared to national standards, the results gained in national tests for seven-year-olds in 2004 were above average in reading and below average in writing and mathematics. This follows the focus over the past two years that the school placed on raising standards in reading. Inspection evidence shows that achievement is good in Years 1 and 2, because the teaching is consistently of a good standard and teachers develop pupils' personal skills, encourage them to enjoy learning and promote equality of opportunity, which is helping to raise standards. Pupils develop their skills effectively with increasing interest in lessons. Evidence also shows that standards in the current Year 2 classes are above expected levels in reading, below expected levels in writing and mathematics and are at expected levels in all other subjects inspected. These levels are higher than the past test results due to the impact of recent initiatives. History and design and technology were not inspected fully and were only sampled.

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

Standards in:	School results	National results
English	26.5 (24.0)	26.9 (26.8)
Mathematics	28.3 (25.8)	27.0 (26.8)
Science	28.0 (26.5)	28.6 (28.6)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

3. Results in 2004 national tests at the end of Year 6 were above the national average in mathematics and just below the national averages in English and science when compared to those of all schools nationally. When compared to schools with similar attainment at Year 2, results were well above average in mathematics, average in English and below average in science. School trends over the past five years are slightly above the national trend. National test results show that standards vary considerably from year to year, depending on the range of capability within each year group. Another key factor in the overall picture is the rate of pupil mobility due to changes in the social housing provision in the area and increase in lower attaining pupils. In last year's Year 6, almost half the pupils changed during their time in the school and in this year's Year 6, over one third of pupils have changed. It is to the credit of the school that good achievement is evident.
4. Inspection evidence shows that levels of achievement in Years 3 to 6 continue to be good, as pupils' learning is extended by good teaching. Standards in the current Year 6 are average in mathematics and science and below average in writing. Pupils learn well in most subject areas. Standards in art and design and personal, social and health education are above expected levels. In these subjects, progress is particularly good. These higher levels are the result of the strong focus the school places on these subjects to enable all pupils to achieve their full potential and gain confidence and self-esteem in these less academic areas. In all other subjects inspected, standards were average. History and design and technology were not inspected fully and were only sampled. The limited evidence seen shows that statutory requirements are being met in these subjects.
5. The significant proportion of pupils with a wide variety of special educational needs also achieve well but most attain below expected levels. They receive very good support from teachers, teaching assistants and other helpers. This support enables them to make good progress towards their personal targets. In relation to their prior attainments they achieve just as well as other pupils. The achievement of higher attaining pupils is good overall and most attain above expected levels. Overall, girls achieve slightly better than boys, which matches the national picture.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good and their spiritual, moral, social and cultural development is good overall. Attendance levels are just below the national average but within the median range. Punctuality is satisfactory.

Main strengths and weaknesses

- The school stimulates in pupils a desire to learn and, consequently, pupils have positive attitudes to school.
- Behaviour in and around the school is good overall and has improved significantly since the previous inspection due to the very good systems in place for encouraging good behaviour.
- The good provision for pupils' spiritual, moral, social and cultural development results in their valuing and respecting others and developing a clear understanding of right and wrong.
- Pupils enjoy being in school and arrive on time.

Commentary

- Pupils enjoy coming to school and most show a high level of interest in school life and the learning opportunities provided for them. They willingly accept responsibility; demonstrated in the way older pupils take responsibility for preparing assemblies and volunteer to act as buddies for younger children. Pupils are given a wide range of opportunities throughout the curriculum for developing their personal qualities. These opportunities, coupled with the school's high expectations and very consistent whole-school policies for improving behaviour, result in the great majority of pupils developing good relationships with others and in increasingly good levels of confidence, self-esteem and good attitudes towards school. The behaviour of pupils is good in lessons and at other times such as lunchtimes and playtimes. Pupils work and play together well.
- Provision for pupils' spiritual, moral, social and cultural development is integrated successfully into the curriculum and contributes well to pupils' personal development. The school utilises a good range of opportunities to develop pupils' self-knowledge and spiritual awareness and, as a result, they show a good level of respect for the values and beliefs of others. Provision for moral development is good. Pupils are fully aware of the way their actions affect others. Stories in assemblies, supported by circle time activities, provide a clear moral code for behaviour. Provision for social development is similarly good and results in the constructive relationships between staff and pupils and between pupils themselves. Most pupils accept responsibility readily and complete any tasks conscientiously. They are friendly and courteous to visitors and to each other. These positive attitudes and eagerness to learn enable them to make good progress. The school promotes a good awareness of pupils' own culture, and awareness of the local culture and history is promoted well through a good range of links with the community. Preparation for life in a multicultural society is addressed appropriately through a combination of outside contacts and visitors to the school.

Attendance

- Attendance is just below the national average. This is mostly due to the significant number of holidays taken in term time by many families, some lasting over two weeks. The school has worked hard to improve attendance levels and should continue to do so in order to raise levels still further. Pupils look forward to coming to school and are usually punctual.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.3
National data	5.5	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching is good throughout the school. Assessment procedures are good. The statutory curriculum is satisfactory with increasingly good enrichment by a good range of additional learning activities. The school provides good levels of care, support and guidance of pupils. Links with parents and other schools are good, and with the wider community are very good.

Teaching and learning

The overall quality of teaching and learning is good. The quality of assessment and its use is good in all subjects.

Main strengths and weaknesses

- Teaching is good, providing stimulating learning activities.
- Teachers ensure that pupils behave well and concentrate hard and this has a positive effect on their achievement in most lessons.
- Support staff are used well to support pupils' learning.
- Pupils respond well and enjoy learning.
- Teachers use assessment well to adjust their teaching to meet pupils' needs.

Commentary

9. The quality of teaching overall is good, a similar judgement to that made at the time of the previous inspection. The proportion of good and very good teaching has increased and all teaching was satisfactory or better during this inspection. Previously six per cent was unsatisfactory. Good monitoring and evaluation of teaching and learning by the headteacher and the acting headteacher have contributed to improvements, particularly in the past two years. Pupils achieve well and maintain good progress in learning over time, building on their earlier attainment, which is very variable but at below expected levels overall. Teachers have high expectations of pupils' work and behaviour. As pupils develop a wider range of knowledge and skills, teachers introduce ever-increasing challenges to extend learning still further.
10. The teaching of the Foundation Stage children in the reception class is good. The teacher plans a range of good quality activities that build successfully on their prior learning. Good use is made of support staff so that the children can work independently and settle in quickly to the routines of working. Learning is good and skills are developed well when the children work alongside the adults and talk about what they are doing and why. In Years 1 and 2, because of the high proportion of children with particular needs, the ongoing development of the pupils' personal, social and emotional skills is a high priority, and this area of learning is taught very well. Teachers regularly plan structured play activities in a number of subjects to help pupils cope with the demands of the National Curriculum more effectively with a more practical approach.
11. Throughout Years 1 to 6, teachers continue to have high expectations of the pupils. As a result, the pupils behave well and learning in many subjects is good. Teachers plan good links between subjects to enable pupils to use cross-curricular skills of numeracy and information and communication technology (ICT), and satisfactory links with literacy. There is a suitable balance between the direct teaching of key skills and opportunities for the pupils to use and apply their learning in different contexts. The good relationships that exist between adults and pupils ensure that pupils feel confident about their learning and are prepared to try different approaches. This quality is particularly evident in Years 5 and 6 when pupils tackle problem-solving activities in subjects such as mathematics and science, when their learning is reinforced as they pursue different lines of enquiry, reviewing the steps they are taking. Teachers effectively promote creativity and encourage the pupils to express their ideas confidently. As a result, much of the pupils' work in subjects such as art and design is highly imaginative and of good quality.
12. Lessons are often stimulating. Pupils' attention is maintained by the good use of resources, which enliven teaching and enhance pupils' learning. Teachers are good at matching work to pupils' individual needs, and they cater very well for pupils of all capabilities. Good use is made of a wide variety of methods to add variety to the pupils' learning, and there is a good mix of whole-class activities and work that pupils carry out in small groups. Pupils of all ages and capabilities enjoy working together on tasks. Another consistently good feature of teaching is the use of teaching assistants. They contribute effectively to the good progress of the high proportion of pupils with special educational needs in certain classes, monitoring and recording pupils' progress and providing an appropriate blend of help and challenge. Targets in the individual education plans of these pupils are precise and this quality helps teachers to

set tasks that match their needs. A small number of gifted and talented pupils are identified and they, with higher attaining pupils, are given suitably challenging learning activities. The good standards that they attain are a sign of their continuing good achievement. Travellers' children are given specific support and also achieve well. All pupils confirm that they enjoy their learning. The use of homework is satisfactory, but some parents feel that they would like more homework given to prepare their children for secondary education. This is confirmed by the inspection team.

13. The procedures for tracking and assessing the progress of pupils are good. This is a significant improvement since the previous inspection when this aspect was a major weakness. In English, mathematics and science there are particularly good procedures to assess pupils' progress and plan what pupils of different capabilities should learn next. There are also helpful records for all other subjects, which are reviewed after each unit of work. Early assessment on entry to the reception class confirms that children's levels vary from year to year but start from a low base overall. This information is used carefully to provide a good base of knowledge as pupils move through the school. Teachers make good use of the information gained to adjust their planning for subsequent lessons so that each individual pupil's needs are met. This information is regularly shared with pupils and, through regular marking and discussion, provides guidance that helps them to know what they should do in order to improve. Pupils are aware of their targets in numeracy and literacy and are involved in target setting and self-assessment of their progress. National test results are analysed to agree strategies for raising standards further.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (14%)	26 (70%)	6 (16%)	0	0	0

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

The curriculum

The curriculum is satisfactory and meets all statutory requirements. A good range of out-of-school activities enriches it. The accommodation is good and resources are good. This enables all subjects of the National Curriculum to be taught effectively.

Main strengths and weaknesses

- Good links are made between subjects, which make learning meaningful.
- Provision for pupils with special educational needs is very good.
- Some sessions, particularly in the morning, are too long.
- Visits to places of interest enhance pupils' learning.
- There is good provision for pupils in Year 6 and some Year 5 pupils to take part in residential visits.

Commentary

14. The curriculum is broad, relevant, and well planned. All subjects have suitable schemes of work, which cover the requirements of the National Curriculum. This is an improvement since the previous inspection when policies and schemes were in need of updating. Religious education meets the requirements of the local agreed syllabus. Provision for sex and relationships education and drugs use and misuse is good. Linking work in different subjects helps to use time effectively and develops pupils' awareness of the relationship between subject areas. An example of this was the way that writing an explanatory text in literacy was linked with work in geography on the effects of tidal waves. However, some sessions in the

morning are rather long and do not use time to the best advantage. This is also the case with the quiet reading sessions at the beginning of afternoon school. This reduces the amount of time available to focus on raising standards in writing.

15. Provision for pupils with special educational needs is very good overall. Provision for Travellers' children is good and focuses on their particular needs. The school works very hard to give all its pupils equal access to the full curriculum. Teachers ensure in their planning that detailed provision is made for pupils with particular learning and other needs.
16. Good extra-curricular activities and the places of interest that pupils visit enrich the curriculum. Pupils visit various local sites for work in geography and history. There are also trips further afield linked to specific topics, as well as the residential trips which are open to pupils in Year 6 and some in Year 5. These make a significant impact on the personal and social development of pupils. Pupils participate in a good range of out-of-school clubs, especially the various sporting activities. Teams from the school have been successful in local competitions. Visits to the school by drama and musical groups also contribute to the enrichment of the curriculum. The school has good links with the secondary school to which most pupils transfer and they are well prepared for the next stage of their schooling.
17. Staff have suitable qualifications and experience for their various roles. Several teachers are new to their responsibilities and have had little time to make a significant impact on their subject areas. There is a suitable programme for staff development through in-service training. There are good resources in most subjects to support teaching and learning effectively in all areas of the National Curriculum. This is particularly so in science. The school has fewer computers than is normal for a school of this size, but more will be added in the near future. Accommodation is spacious and well maintained. There are attractive outside areas, including playing fields and an environmental area that are used well. However, two classrooms are rather cramped and there are plans to extend these. The attractive library is centrally situated and has a good stock of suitable books.

Care, guidance and support

Levels of care are good. Overall attention to pupils' welfare, health and safety is good.

Main strengths and weaknesses

- Staff support pupils' personal needs well.
- Academic monitoring procedures and practices are good and are enhanced by good relationships.
- There is good awareness of child protection.
- The very narrow road outside the school causes parents considerable concern.

Commentary

18. The staff understand how to best encourage and meet the different needs of all groups of pupils. Skilled specialist expertise is used well to support the learning of pupils with special educational needs and pupils from the travelling community. One clear indication of the success of the provision is that pupils regularly come off the register as well as being placed on it. The positive atmosphere of the school promotes the very effective inclusion of pupils with a wide range of particular needs into every aspect of the school's life. Teaching assistants give good quality support to aid pupils' learning. Pupils' personal development is enhanced through the positive focus on tolerance and equality. This enables pupils to become confident in their learning.
19. Procedures and practices for monitoring and supporting academic progress and attainment are good. The staff know their pupils' strengths and areas needing improvement. They provide work that offers challenge and that motivates all pupils to try hard. Pupils find learning

fun, but think they could sometimes do better. Targets are used well, particularly in English and mathematics, and are shared and reviewed with parents and pupils. Pupils know their individual targets and understand what they have to do next to improve. The good relationships between adults and pupils throughout the school have a very positive impact on the way that boys and girls learn together well. Pupils show strong trust and respect for the staff, who always find time to listen, with help readily offered. Pupils know that the guidance and advice they get helps them to do even better. The school council has recently been reintroduced and two meetings have taken place. Pupils have many good ideas to further improve playground areas.

20. Knowledge of child protection issues is good. The designated person is recently trained, keeping other staff aware by using ICT presentations developed by the local education authority. Sensitive records are kept separate and secure with limited access. The school keeps confidential initial concern records when there is need. Whilst the links with agencies involved with child protection are generally good, the school does not routinely receive feedback or relevant information from case and core conferences.
21. Health and safety matters are well managed and have recently been praised by the local authority. Governors ensure that record keeping and required tests take place. The pond, an issue at the previous inspection, is now fenced securely. Analysis of minor incidents is good and is reported to the governors regularly and acted upon as necessary. Parents have considerable concerns about road safety immediately outside the school. The road is extremely narrow without pavements. Parents and their children have to emerge cautiously between stone pillars before stepping into the road. Traffic does not always slow down. Parking causes congestion and decreased visibility. A vehicle accident occurred outside the school during the inspection. There is real potential risk to pupils and their families. This is not the fault of the school, nor is it within the school's ability to resolve it without external support and commitment from the relevant authorities.

Partnership with parents, other schools and the community

There is a good partnership with parents. Community links are very good. There are good links with other schools.

Main strengths and weaknesses

- Parental involvement and support are welcomed and appreciated.
- Homework provision for older pupils could be better.
- Community support is strong.
- There are close links with the nearby secondary school.

Commentary

22. The school successfully enables parental involvement in their children's education. The staff welcome and value the interest of the many parents who help in school, or offer their free time to the school on outings and residential trips. The thriving parent-teacher association is fully involved and is responsible for organising a full programme of fund-raising events. Parents have a good level of satisfaction with the school, liking the approachability of the acting headteacher and her staff. They are pleased with the progress their children make and the way that pupils with special needs and traveller pupils are fully integrated into school life. Some parents think that homework could be used better in preparing pupils for secondary school. They report that homework is not provided regularly enough and this is confirmed by Year 6 pupils who want to be well prepared for the increased level of secondary school homework. The information that parents receive is good, particularly informal access to teachers so they can discuss their children's progress. There is good practice in the provision

of interim target-setting reports. Pupils' annual reports, the school prospectus and the governors' annual report meet statutory requirements. This is an improvement since the previous inspection when they did not meet requirements.

23. The school has a good and growing reputation in the local area, with several families prepared to travel some distance to the school. There is considerable community involvement. The vicar visits often, leading assemblies, church services including Christingle and hosting trips to nearby churches. The community police officer contributes very well to pupils' personal development, leading lessons on aspects of keeping safe. There is a significant input through positive traveller education support that has gained the confidence of the travelling community. School resources, including summer use of the swimming pool, are used in the community. Villagers are invited to school and community events such as the sports day and Bar-B-Q. Wider community charity fundraising through the Children's Society and the Burma-based 'Give a Goat' charity is well established.
24. There are good links with schools at pre-school and secondary level. Staff visit local playgroups as part of the induction process for new children. Links with the secondary school are good. Almost all pupils go to the same secondary school on leaving Uffculme Primary. Staff from both schools, including the special educational needs co-ordinators, meet to discuss and share information about different pupil groups. Years 5 and 6 pupils participate in secondary 'taster days' and some older secondary students do their work experience at the primary school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher and acting headteacher provide good leadership together with the key stage leaders. The leadership by other staff is satisfactory. Overall management is satisfactory. Governance is good.

Main strengths and weaknesses

- The headteacher's vision provides a clear focus for the work of the school.
- The acting headteacher makes a good contribution to the leadership and management of the school.
- The good procedures for monitoring the work of the school have been used effectively to improve the quality of education.
- There is a strong team commitment to ensuring that all pupils achieve well.
- The governance of the school is good.
- Financial controls and management are good.

Commentary

25. Shortly after the previous inspection, a new headteacher was appointed. She identified a number of key areas for improvement, including leadership and management and standards. Good progress was made in the development of these areas. Good progress was made in reading standards after these were identified as one of the areas of weakness. However, during much of the past year, the headteacher has been absent due to ill-health. Since September, the acting headteacher has maintained a clear focus on the key areas for improvement. These included increasing the involvement of subject co-ordinators and raising standards in writing across the school and standards in mathematics in Years 1 and 2 from the well-below average levels of the previous year. Together with a strong team commitment and good support of the governing body, the acting headteacher has ensured that improvement has continued steadily. She has been well supported by the two key stage leaders.

26. The management by other staff is satisfactory overall. The co-ordination of several subjects has only recently been delegated and the monitoring of teaching and learning is only at an early stage. The most recent school improvement plan established clearer procedures to monitor the work of the school and to deal with identified weaknesses. Staff and governors contribute effectively to the process. The school makes good use of national and local data and its own testing procedures, and monitors pupils' progress closely to ensure that all achieve well. The high levels of pupil mobility are also monitored closely to enable new pupils to settle quickly and make expected levels of progress as soon as possible. There are good arrangements for performance management which link well with the programme of training and professional development. These arrangements have helped to build a caring, strongly committed and supportive team of staff who want to provide the best education for all pupils. The roles and responsibilities of all staff are carefully defined so that everyone is clear about what is expected of them. Newly appointed staff are well supported. The management of support for pupils with special educational needs is good. The co-ordinator has gained a good overview and is clear about ways in which the provision could be improved further. She is ably supported in this by the governor with responsibility for special educational needs.
27. The governing body provides good support for all aspects of the school's work. The governors' strong commitment has been instrumental in their effective influence on the school and the improvements since the previous inspection. Governors visit the school regularly to monitor and report on activities and learning in subjects and have a good understanding of the school's strengths and weaknesses. Progress towards the school's targets is monitored effectively and key aspects of the school's work, such as the raising of standards in reading, writing, mathematics and scientific enquiry skills, are monitored regularly by the governors with key staff. They have a good appreciation of the need to apply the principles of best value in the school's work, including comparing how well the school is doing with schools nationally and locally. They ensure that, in determining spending priorities, judgements are made about the benefits and impact on pupils and continuing improvements in provision. All statutory requirements are met.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	475,200	Balance from previous year	36,382
Total expenditure	482,142	Balance carried forward to the next	29,440
Expenditure per pupil	2,565		

28. The overall efficiency of the school is good. The headteacher and governors have developed well-structured procedures that effectively support the school's educational priorities and the efficient use of resources. Adequate use is made of the limited new technology in all aspects of school life and plans are in hand to extend the quantity and quality of ICT resources. Specific funding, such as that for special educational needs, has been used efficiently and resources acquired are used effectively to support teaching and learning.
29. The school applies well the principles of best value for money and regularly consults and involves all those concerned in decision-making about spending, including staff, parents and pupils. As a result, money is spent efficiently. The school's day-to-day financial controls and procedures are good, enabling the headteacher and governors to monitor and evaluate spending decisions. The most recent financial audit took place nearly three years ago. All recommendations made then have been implemented. Taking into account the improvements in the quality of education, the school's commitment to pupils' personal development, the

below average standards that still remain in writing but are improving, and the average unit costs, the school provides good value for money.

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 **good** and, as a result, children achieve well. Attainment on entry varies significantly. The attainment of the current reception children is broadly at expected levels. The majority of these children are likely to attain the early learning goals in all areas by the end of the reception year.

Most children attend pre-school provision prior to starting in the reception class and the adoption by the local play-school of the early learning goals provision has had a significant positive effect on children's attainment when they begin in the reception class. The induction of children to school is very well managed and involves parents fully. The reception teacher visits parents and children at home prior to entry and children join the class in stages, at first attending for mornings only. Year 6 pupils act as 'buddies' when children first arrive. As a result of the caring and supportive atmosphere created in the class, the children settle into routines happily and quickly and enjoy a broad range of exciting and interesting free-choice and adult-directed activities.

The quality of teaching and learning is good. Children make good progress in response to the good teaching, and achieve well. Particularly good attention is given initially to developing personal, social and communication skills. Assessment data, gathered continually by staff, are used well to plan work at the correct level for all children, to ensure that they reach their potential. The teacher provides good leadership, managing change and improvements skilfully through good procedures for planning, monitoring and assessment.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The very good relationships between children and adults and the clear routines create a highly effective learning environment in which children feel secure and make very good progress.

Commentary

30. Children make very good progress and achieve well. By the end of the reception year, most are likely to achieve the early learning goals in this area. This is immediately evident when children arrive with parents and carers in the morning. Children part from their parent/carer willingly and confidently run into the classroom, pairing up with friends and playing sensibly. Children work and play together well, helping each other, playing happily, taking turns and showing pride in their work. They participate keenly in activities and work as part of a group, sharing fairly. The class teacher has developed very good relationships with the children and works consistently to ensure that good relationships develop among children. Teaching in this area of learning is good overall and frequently very good. As a result, children behave well, sitting quietly during the teacher's discussions and trying their best for their teacher. Lessons progress as planned, at a good pace, without the need for frequent reminders about appropriate behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is used to enhance children's communication skills.
- Planning and assessment procedures are good.

Commentary

31. Most children are likely to achieve the early learning goals for communication, language and literacy by the end of reception. In the lessons observed, the teacher provided good opportunities for speaking and listening. Although there is a small, identified minority of children with less well-developed speaking and listening skills, the great majority of the children speak confidently and clearly, using a range of suitable vocabulary which is sometimes advanced for their age. During snack time, children chat confidently with peers and with adults and interact well with others. Children learn to enjoy books, picking out their favourite characters, pictures and rhymes and enjoy listening to stories. All children are keen to take their reading books home. They quickly begin to recognise some basic words and recognise and write their names. Most identify and say initial and final sounds in simple words which they learn through a daily systematic phonics activity.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching places a high emphasis on learning through practical activities.
- Planning for mathematical development is good.

Commentary

32. Most children are in line to achieve the early learning goals by the end of reception. Most children represent numbers using fingers, marks on paper and on the computer. In an observed numeracy activity led by the teacher, the class counted up to 20, correctly identifying the value of coinage from 1p to £2. Most were beginning to use the vocabulary involved in adding and subtracting, relating subtraction to 'taking away'. They understood that 5p is a larger amount than 2p and most calculated, by counting and removing coins, how many pence were left from 10p if they spent 6p. Teaching in this area of learning is good. The teacher introduces and uses appropriate mathematical terminology, changes activities and groupings frequently to interest and motivate the children and provides many opportunities for number activities throughout the day. The teacher encourages a high level of interest and enjoyment of number work so that, for example, there is a spontaneous cheer from the children when the teacher announces that she is going to hand out the number fans.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The teacher provides children with a good range of opportunities to learn about the world around them.

Commentary

33. Teaching in this area of learning is good and, as a result, most children are likely to achieve the early learning goals by the end of reception. During the inspection, in a walk in the school's wooded area, the teacher had prepared the area very well beforehand with a number of surprises for the children along their route. Good links were made to the literacy activities for the week and her good relationships and good use of humour resulted in a high level of motivation. The teacher used questioning very well to encourage children to offer their ideas and to encourage them to notice differences between features in their local environment. As a result, the lesson progressed at a good pace and good progress was made in speaking and listening skills as well as in knowledge and understanding of the world. Religious education is included and is taught following the local agreed syllabus and the reception theme of 'Being Special'. The imaginative play areas, both indoors and outdoors, are changed regularly to keep interest levels high and computers are used regularly to support learning. During free choice activities, children work independently at the computers, playing games, clicking on different things and using the mouse confidently.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The good quality of teaching stimulates children to learn.
- The very good relationships help children to work with each other well.

Commentary

34. Most children will have achieved the early learning goals for physical development by the end of reception. When preparing for a hall dance lesson linked to the current theme of journeys, the great majority were able to dress and undress independently. In a hall lesson, the very good relationships were evident when children responded very well, working together and moving freely, with clear pleasure and confidence, imagination and good awareness of space and others around them. The recently renovated and remodelled outdoor area is an attractive, secure area, and it is beginning to be used effectively as an outdoor classroom. However, its use is currently limited to two days a week due to lack of any adult support for the teacher on three afternoons a week.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Very effective teaching of direct skills is combined with good opportunities for children to learn through play.
- Children are provided with a good range of exciting activities that enrich their learning.

Commentary

35. Most children are likely to achieve the early learning goals by the end of reception. The quality of teaching is good. The teacher plans a wide range of stimulating and exciting activities and, due to this good teaching and good quality support, learning is good and children achieve well. The direct teaching of specific skills is the focus of many activities along with good opportunities for play. Children are taught, for example, the skills needed to

mix paint, and they learn how to use scissors and glue to create shapes and patterns. There is a good range of opportunities for imaginative play in classroom areas and a satisfactory range of outdoor opportunities to develop their creative skills.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The focus on reading has improved standards.
- The teaching of literacy makes good links with other subjects.
- Standards in writing are rising but still below expected levels.

Commentary

36. Over the years, standards have fluctuated considerably. During the current inspection, standards in Year 2 are above average in reading and below average in writing. This represents good achievement for these pupils, as they entered the school with below average language skills overall. The current Year 6 pupils entered Key Stage 2 with results well below average standards. Their achievement has been good, as their standards in reading are now average and writing, although currently below average, is of a better standard than four years ago. Boys and girls achieve equally well.
37. Teaching and learning are good in all year groups. Teachers in Years 1 and 2 give pupils a sound grasp of the basics of reading and writing and standards are rising as a result. The school provides very effective support for pupils with special educational needs. Teaching assistants have a clear grasp of their roles in lessons. In a very good lesson in Year 6, the teacher maintained a lively pace and linked the work effectively with the history topic on World War Two. Teaching suitably challenged all pupils, including the higher attainers, and there was very effective support for pupils with learning difficulties. Pupils worked very productively. The teacher used drama as a way of improving pupils' ability to frame thoughtful questions. Pupils took on the roles of characters in a story and thought about their moral problems. This effectively enhanced their learning and moral and social development.
38. Most teachers give useful advice in their marking to help pupils improve their work, and pupils have group targets to guide their progress. Teachers develop the speaking and listening skills of pupils effectively. As a result pupils talk confidently to visitors and explain their work in other subjects clearly. Most pupils use their knowledge of letter combinations and recognition of simple words to help them read. The guided reading sessions have helped to raise standards. Pupils in Year 2 attain standards higher than the national average. They have a good grasp of terms such as contents, index and glossary and some use alphabetical order correctly to find books and information. In Year 6, the standards are similar to those seen nationally. Pupils in this age group also have well-developed library skills. The library is well stocked and is an attractive space. Pupils use the library and the Internet effectively to find information, although the number of computers limits opportunities.
39. The school has rightly identified the standard of pupils' writing as a weakness. Although curriculum time has been allocated to the improvement of reading, there has not yet been the same emphasis on writing. The teaching of joined handwriting in Years 1 and 2 is done in handwriting books but there is little joined writing in work samples. In the work samples and display material, pupils had made their work more lively with phrases like 'a mysterious voice, cold as ice and hard as slate'. However, the poor grammar, spelling and punctuation of a significant proportion of pupils in Year 6 result in standards that are below expected levels.

40. The co-ordinator has only been in post for a year. This means that she has not had time to make much impact on standards. There are good systems for assessing pupils' attainment, and test results are analysed in detail by staff and governors. Pupils' progress is carefully tracked. However, not enough use is yet made of this to analyse where pupils' achievement could be improved, especially in writing. The use of ICT in the subject is underdeveloped as a result of the small number of computers currently available. However, extra computers are to be installed shortly after the inspection.

Language and literacy across the curriculum

41. The development of literacy across the curriculum is good overall. Improvements are due to the good links that teachers make with other subjects, such as history and science.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well from low starting points and standards are average by Year 6.
- There is a strong focus on developing pupils' numeracy skills.
- Teaching is good and encourages pupils to respond well in their learning.
- There are good systems for checking and tracking pupils' progress.
- The leadership and management of the subject are good.

Commentary

42. Standards in the current Year 6 are at expected levels. This confirms the improvements in the school's national test results in 2004 when standards had risen to average. As a result of good and very good teaching, particularly in the current Year 6, pupils are making good progress in the junior classes. By Year 2, pupils' standards are below average. The school's tracking systems confirm that these pupils are achieving well from low starting points. Pupils with special educational needs achieve just as well as others. Boys and girls achieve equally well. The school is targeting higher attaining pupils as well as those who are just below average in order to raise standards further. Pupils in Years 3, 4 and 5 entered the school with a range of average and below average attainment. Work seen during the inspection shows that these pupils also achieve well.
43. Teachers consistently make good use of the National Numeracy Strategy and the linked unit plans to ensure the systematic development of numeracy skills and understanding. Teachers introduce pupils to different methods of calculation in their introductions which focus on mental arithmetic. They encourage pupils to use a range of strategies and improve their learning. This approach is common in lessons and, as a result, pupils grow in confidence and work with more complex calculations as they move through the school. However, standards in numeracy remain below average in Years 1 and 2. Teachers are currently focusing on providing more opportunities for pupils to use and apply their skills to practical situations.
44. The quality of teaching and learning is good overall. The most successful lessons were based on high expectations of productivity and behaviour. Teachers used questions and prompts skilfully to promote further understanding and to stimulate different ways of approaching a problem. In these lessons, teachers demonstrated effective use of recent initiatives and showed a clear understanding of the differing learning styles of pupils. As a result, all pupils achieved well in relation to their different capabilities. Good support from teaching assistants ensures that lower attaining pupils settle to work promptly and are not distracted. This has a clear impact on the pace and continuity of learning in the lesson.

Feedback provided by teachers in the form of marking and comments during lessons is good. It is constructive and designed to help pupils improve. Groups of pupils have clear targets and work productively towards reaching these.

45. Good leadership and management of the subject and a detailed programme of development are key factors in the school's determination to raise standards. There are good systems for assessing pupils' attainment, and test results are analysed in detail by staff and reported to governors. Pupils' progress is carefully tracked and the school is now making good use of this information to compare and evaluate results and set targets for improvement. Taking the period as a whole, improvement is satisfactory since the previous inspection with some fluctuations in test results but noticeable improvements in the past year.

Mathematics across the curriculum

46. There are good opportunities for pupils to use mathematics as part of their work in other subjects. These include the development of measuring skills and the analysis of data in subjects such as science, design and technology and geography. Links with ICT are developing well with tasks such as rotational symmetry, and the intended increase in hardware and software is planned to provide more opportunities to extend basic skills in both subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well from low starting points.
- Teachers' planning is good and lessons are well prepared.
- There are good opportunities for pupils to take part in practical activities and investigations.
- There are good systems for checking and tracking pupils' progress.
- The leadership and management of the subject are good.

Commentary

47. Standards in Year 2 and Year 6 are average as they were at the time of the previous inspection. Although national test results show that standards vary considerably from year to year, depending on the range of capability within each year group, it is evident from the work seen that all pupils, including those with special educational needs, achieve equally well. There is no evidence of differences between the achievement of boys and girls. Pupils in the current Year 6 achieve well from low starting points.
48. Teachers are well supported by the school's planning in different units, which ensures that pupils' learning builds systematically as they move through the school. The school's focus on increasing pupils' involvement in investigative and problem-solving activities is raising pupils' levels of knowledge and understanding. Pupils' current work in studying electrical circuits illustrates this clearly. It is evident from examining pupils' work that all elements of science are covered and that there is a good balance across all elements of science.
49. Teaching and learning are good overall. Lessons are well prepared and teachers have good knowledge of the subject. Thoughtfully planned tasks encourage pupils of all capabilities to make good progress in their learning. Tasks capture pupils' interest and develop their ability to work in small groups to solve problems. Good examples of these teaching strengths were seen during the inspection. In Year 2, pupils tested a range of surfaces for a model car to run down and Year 6 pupils responded very well to challenges to build electrical circuits with different criteria and restrictions. Teachers encouraged good use of the correct terminology and the need to consider different variables in turn.

50. The science curriculum is considerably enhanced by a good range of additional activities. These include the increased use of ICT links to enhance pupils' knowledge and investigative skills. Other resources of a more practical nature are of good quantity and quality and are used well by pupils to tackle problems. The subject co-ordinator provides good leadership and management of the subject. Although he has not had the opportunity to observe teaching and learning in the classroom, he looks at samples of pupils' work and monitors teachers' plans in order to gain an overview of provision across the school. He has identified the need to focus on problem solving and target setting to challenge pupils and to develop a clearer awareness among pupils of precisely what they have to do to make progress through the National Curriculum levels.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Improved teaching is raising standards.
- The co-ordinator has developed a clear plan for improvement.
- Resources are currently limited.

Commentary

51. No lessons in ICT were observed in Years 1 and 2. However, pupils' completed work indicates that statutory requirements are being met. By Year 6, standards are at expected levels, as they were at the time of the previous inspection. Teachers' own subject knowledge has improved and planning now includes more regular hands-on practice. Evidence indicates that pupils lower down the school are now moving through the school with increasing confidence and records show they are making good progress compared to prior attainment
52. The quality of teaching is good and results in good learning. Strengths include teachers' good subject knowledge, very good preparation, good classroom management strategies, very clear instructions and high expectations of pupils' work and behaviour. This results in very well-motivated pupils who work diligently, both co-operatively and independently, and make good progress in their learning. Pupils in Year 3 used a simulation program well to explore different variables and evaluate their decisions. Further good progress was observed when pupils in Year 6 used a graphics program successfully to draw angles and rotate shapes to meet different challenges.
53. Leadership and management of the subject are good. Although she has only been in post for one term, the co-ordinator has ambitious plans for the new hardware due to be installed in the remodelled ICT suite and classrooms immediately after the inspection. She is committed to continued improvement in the provision for the subject and the raising of standards. At the time of the inspection, resources for the subject were barely satisfactory but it is clear from well-advanced plans that the quality and quantity of resources will be improved very shortly.

Information and communication technology across the curriculum

54. Adequate links are made with other subject areas. There are some weaknesses in links with literacy. Planning for the use of ICT across the curriculum is currently satisfactory. The school is aware of the need to develop further the cross-curricular use of ICT and there is planning in place with the aim of achieving this in the near future.

HUMANITIES

55. During the inspection no lessons were seen in **history**. This means that there is not enough evidence to make a judgement about teaching, learning and provision. Evidence from available records, work in pupils' books and displays indicates that the school meets statutory requirements. The school uses national guidance as a basis for planning in the subject. Visits to local museums and historic sites extend pupils' understanding of past eras.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Good teaching enables pupils to achieve well.
- A well-planned programme of trips enhances pupils' understanding.

Commentary

56. The standards attained by Year 2 and Year 6 are at expected levels overall. Pupils achieve well throughout the school as a result of good teaching. In the better lessons, teachers have a clear grasp of the subject matter, and tasks provide suitable challenges for the different capabilities within the class. The emphasis on class discussion helps all pupils to develop their skills in speaking and listening. Written work also develops literacy effectively. There are good links between geography and other subjects, such as music, for example in work on rivers.
57. The quality of teaching and learning is good. Teachers plan well to provide interesting activities for pupils. There is a good programme of visits and fieldwork that enables pupils to broaden their knowledge of geographical topics. There are visits to local sites for work on specific projects, for example environmental topics. Other visits further afield are planned, to focus on particular areas such as coastal erosion. There were no lessons in Year 6 during this inspection but it was clear from the discussion held with pupils in Year 6 that they have a sound grasp of topics such as pollution and river systems.
58. The subject co-ordinator provides good leadership and management and uses national guidance as a basis for planning. This ensures that teaching covers all elements within the subject. Teachers use the same assessment system as in the other non-core subjects to track pupils' progress and evaluate how successfully units of work have been understood. The use of ICT to record pupils' written work is underdeveloped, but pupils make some use of the Internet to research topics. During the inspection, pupils used ICT search engines to find information about the tsunami disaster and several had used home computers to find additional information.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils develop a good understanding of different religions.
- Good use is made of the local area to enrich learning.

Commentary

59. By Year 2 and Year 6, standards achieved by pupils are at expected levels. The school follows the local agreed syllabus for religious education and national guidance for the subject. As pupils move through the school they study the subject under yearly themes – ‘Caring’ and ‘Belonging’ in the infants and ‘Faith and Community’, ‘Journey Through Life’, ‘Tradition’ and ‘Ways of Seeing’ in the juniors. Pupils in Years 1 and 2 study Christianity and look briefly at other religions. Pupils in Years 3 to 6 study Christianity, Judaism and Hinduism. Evidence gathered during the inspection indicates that each year, pupils throughout the school undertake work designed to develop their knowledge and understanding in the main areas of coverage in the syllabus.
60. During the current school year, pupils in Years 1 and 2 have considered special people, thought about groups that they belong to and have studied Christian symbols. In a Year 2 lesson, pupils were learning about the story of Jesus’ baptism and, when the teacher asked the class, ‘Is Jesus alive?’ one pupil replied, ‘Some people think his spirit is’. Pupils in Years 4, 5 and 6 gathered together to hear an interesting talk from the local vicar on the subject of how colour is used in the church. Pupils demonstrated a satisfactory knowledge of Christian traditions and festivals, recalling the key features of the Christian religion and the details of religious practices.
61. The quality of teaching and learning is satisfactory overall. In the better lessons, the teachers sensitively led discussions and reviewed work periodically, making good links to previous and future learning. Regular whole-school assemblies make a significant contribution to pupils’ understanding of the Christian religion. Learning is enriched by visits to local churches when pupils find out about the different practices and traditions in each.
62. Leadership of the subject is currently satisfactory with the current co-ordinator caretaking the role until the subject leader returns to the school. Resources for the subject are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. During the inspection, no **design and technology** lessons were seen so no judgements can be made about teaching, learning and provision. Available evidence from teachers’ planning and samples of pupils’ work indicates that the school meets statutory requirements in the subject. However, the range of tools and techniques that pupils experience is rather narrow. The subject co-ordinator plans to look at the units of coverage and activities to remedy this. Evidence also indicates that teachers develop the literacy and numeracy skills of pupils adequately within the planned activities. For example, in a project on creating a fruit salad, pupils in Year 1 showed preferences for each fruit on a bar graph. There is an appropriate system of assessment that shows how groups and individual pupils have done in each unit.

Art and design

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

Main strengths and weaknesses

- Standards by the age of eleven are above expected levels.
- The quality of teaching is good and inspires good learning.
- Whole school activities encourage pupils to celebrate each other’s work.

Commentary

64. By Year 2, achievement is satisfactory and pupils attain standards which are at expected levels. By Year 6, pupils achieve well and standards are above expected levels.

65. Pupils in Years 1 and 2 look at self-portraits by famous artists and discuss similarities and differences. They investigate a range of different media in their own observational drawing. In a Year 3 lesson, pupils were observed using paint and collage to decorate pages of a book based on the Aboriginal creation myth 'Dreamtime'. They explored ideas, collecting visual information for their work and created images and artefacts for a variety of purposes. They made good progress in their learning and produced work of a good standard due to good teaching. Where teaching was very good, in the Years 4/5 and Year 6 lessons, the teachers had very high expectations of pupils' work and behaviour. They also demonstrated very good subject knowledge and created a very high level of motivation in the pupils so that they worked creatively and conscientiously throughout the lesson. As a result, all pupils made very good progress.
66. The co-ordinator provides good leadership and management. A whole-school scheme of work for art and design is based on national guidance. Pupils participate in whole-school themes and enjoy sharing their ideas and completed work. This provides good levels of continuity and progression in learning as pupils move through the school. Art and design lessons are blocked with design and technology, so that during one half-term pupils will be undertaking an art and design unit and the following half-term, a design and technology unit. Regular assessment takes place to track progress in the development of skills. Resources for the subject are good and used well to enhance pupils' learning.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Resources for music are good so that pupils play instruments regularly.
- Pupils take part in a wide range of musical activities.
- The scheme of work supports teachers who are not specialists.

Commentary

67. Pupils achieve well throughout the school from relatively low starting points and by Year 2 and Year 6 standards are at expected levels overall but the quality of singing is above expected levels. Four lessons were seen, and all year groups were heard singing in assemblies. Pupils sing well and obviously enjoy singing. Many play instruments in assemblies and this enhances their feeling of self-worth. The recorder clubs are popular and give pupils chance to extend their musical experiences. Visiting teachers provide instrumental lessons and a number of pupils learn instruments. This enriches the musical life of the school. Pupils take part in annual musical productions and older pupils visit a senior citizens' home and sing there. Visits by percussionists and other instrumentalists contribute to the musical experience of pupils. A good range of tuned and untuned percussion instruments is available so that all pupils have a chance to play regularly.
68. The quality of teaching and learning is good. Teachers use technical terms such as claves and rhythm to enhance pupils' literacy skills and musical knowledge. In a lesson for older pupils, they sang a round in four parts and composed simple accompaniments. The class contained a large proportion of pupils with special educational needs, who made good progress in their learning and achieved well. Teaching assistants supported these pupils effectively so that they took a full part in the lesson. The co-ordinator is away at present and the acting headteacher has taken over this role to maintain standards. Teachers assess pupils' work in music and this helps them to see how well groups and individuals have understood the work. The scheme of work is one that helps teachers with little or no musical knowledge to teach more confidently. It covers all the requirements of the National Curriculum. There are useful links between subjects. The topic of 'Rivers' in Year 6 acted as

a theme for composition in the music lessons. In addition, pupils have written short poems as a response to a piece of music. This has contributed effectively to their spiritual development. CD players and recording equipment are regularly used in lessons.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- A broad and balanced curriculum is enhanced by a good range of extra-curricular activities.
- In a few lessons, opportunities were missed to develop individual pupils' skills.

Commentary

69. By Year 2 and Year 6, pupils make satisfactory progress and attain standards that are at expected levels. This is a similar judgement to that made at the time of the previous inspection.
70. From Year 1 pupils systematically develop their skills in all aspects of dance, games and gymnastics to a satisfactory level. Swimming is also included in all year groups and most pupils meet or exceed the required standard of being able to swim at least 25 metres by Year 6. Arrangements are also made for pupils in Year 6 to take part in outdoor and adventurous activities during their residential experience. In addition, pupils follow their particular interests by taking part in extra-curricular activities which extend the skills learned in lessons as well as supporting their personal development. These opportunities include football for boys and girls, tag-rugby, basketball, swimming and table tennis. Good links are also made with the local community when pupils receive support from parents and Exeter City Football Club.
71. The quality of teaching and learning is satisfactory overall. In the lessons seen the quality of teaching ranged from satisfactory to good. Pupils are managed well, resulting in good behaviour and positive attitudes. When learning new skills they are encouraged to watch each other and constructively evaluate each other's performance in order to refine and improve their work. In the more successful lessons there was good focus on the quality of pupils' movements as they were constantly being challenged to improve their work. In Year 2, for example, this enabled pupils to make better progress in dance than might have been expected at this age. In satisfactory lessons, some opportunities were missed to support some individuals and small groups to help them develop their skills further.
72. The subject leader has been in post for only a year. However, her enthusiasm has enabled her to make a good start on this additional responsibility. While there has been no time for her to have any real impact, she has begun to review provision for the subject and has good ideas about areas for development. These include further use of sporting specialists in school. Governors are also keen to improve the provision of sport in the school. Resources are of good quantity and quality and are used effectively to help pupils improve their skills. Assessment procedures are satisfactory in tracking pupils' progress. Boys and girls achieve equally well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- A good range of activities develop pupils' personal skills well.
- Teachers and other adults provide very good role models.

- Pupils are interested in the life of the school and enjoy taking responsibility.
- Relationships between pupils are very good.

Commentary

73. The school attaches great importance to developing pupils' personal skills. Teachers deal very effectively and sensitively with issues such as feelings towards others and personal problems and emotions. Many of these issues are discussed in specific lessons set aside for this purpose and also in religious education when the emphasis is placed on learning from religion. As a result, standards are above those normally seen.
74. The quality of teaching and learning is good overall. Teachers and other adults consistently implement the school's policy and approach, providing very good role models. These qualities help to promote the very caring and supportive atmosphere and mutual respect very evident in lessons. From reception pupils are encouraged to develop socially and morally responsible behaviour both in the classroom and beyond it. These skills are systematically reinforced year by year as part of pupils' all-round development. In a good lesson in Year 5, pupils achieved well, linking their group discussions about keeping safe to the recent impact of tsunami on people who live in Asia. Some very caring, sensitive and moving comments were made and recorded. Matters relating to good health, sex and relationships, drugs use and misuse and personal safety are dealt with well in a carefully prepared programme for each year group. Well-planned sessions have a significant impact on pupils' learning and on their moral and social development. Many issues that affect all pupils are also discussed sensitively in assemblies.
75. Year 6 pupils and a few Year 5 pupils act as playtime buddies with special attention to reception children. Others act as monitors with a range of responsibilities at different times of the day, including the library, and demonstrate considerable pleasure and self-esteem with good levels of initiative, independence and personal responsibility. This help contributes to the smooth running of the school and the very good relationships within it. In a recent initiative, each class has elected two representatives to the school council and through this facility pupils' views will be taken into account to improve facilities. Within the good programme for developing citizenship, pupils have very good relationships with each other. They also discuss very thoughtfully matters relating to safety in the community and people's rights and responsibilities to help them develop later into good citizens in the wider and more diverse world. The co-ordinator provides good leadership and management in initiating and monitoring agreed priorities and improvements.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

poor (6); very poor (7).