

INSPECTION REPORT

WINKLEIGH PRIMARY SCHOOL

Winkleigh

LEA area: Devon

Unique reference number: 113174

Headteacher: Mrs Jane Rivans

Lead inspector: Mrs Jane Morris

Dates of inspection: 15 – 17 November 2004

Inspection number: 268281

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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:	123
School address:	Farmer Frank's Lane Winkleigh Devon
Postcode:	EX19 8JQ
Telephone number:	01837 83354
Fax number:	01837 88354
Appropriate authority:	Local education authority
Name of chair of governors:	Mrs Susan Gill
Date of previous inspection:	14 October 2002

CHARACTERISTICS OF THE SCHOOL

This is a small, rural primary school with 123 pupils on roll. Pupils come from the village of Winkleigh and the surrounding areas. A significant number of pupils live on farms. In socio-economic terms, pupils' backgrounds are average. Almost all pupils are of white British heritage and no pupil requires extra help for having English as an additional language. The number of pupils enrolling or leaving the school at times other than those expected is above average. Children's attainment on entry to school is variable but is average overall. Seven per cent of pupils have special educational needs. This figure is below average. Two per cent of pupils have a statement to meet their special educational needs. This is in line with the national average. Pupils' special needs are emotional, behavioural and learning related. The school achieved the 'School's Achievement Award' in 2001 and has recently been awarded the 'Active Mark'.

Pupils are taught in five classes. There is a separate class for reception children and one for Year 4 pupils on their own. The three other classes cater for pupils in Years 1 and 2, Years 2 and 3 and Years 5 and 6 together.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18270	Mrs Jane Morris	Lead inspector	English Science Music Physical education
1311	Mr Barry Wood	Lay inspector	
8864	Mr Peter Clifton	Team inspector	Special educational needs Mathematics Geography History Information and communication technology Religious education
32142	Mrs Beryl Richmond	Team inspector	Foundation stage Art and design Design and technology French

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school providing a good quality of education and satisfactory value for money. Standards are rising and the school's capacity to continue to improve is secure. Good teaching, augmented by effective assistants, is ensuring pupils achieve satisfactorily following a time of instability that resulted in disruption to some pupils' learning. The leadership and management of the headteacher are very good. With the capable governors and a committed and competent team behind her, the headteacher is making certain that the school is moving forward rapidly after a period of significant change.

The school's main strengths and weaknesses are:

- Standards are above average in speaking and listening and mathematics at the end of Year 6.
- Pupils in Years 5 and Year 6 and pupils with special educational needs achieve well.
- Standards in information and communication technology (ICT) have improved but remain below average at the end of Year 6.
- Pupils have insufficient opportunities to develop their writing, mathematical and ICT skills in other subjects.
- Higher attaining pupils are not always challenged sufficiently.
- The headteacher, supported by subject co-ordinators is implementing a rigorous, effective and challenging plan for continued improvement although there are missed opportunities for teachers to learn from one another.
- Curriculum enrichment, including involvement in the Forest School, is very good. The school grounds are stimulating and offer pupils many additional learning opportunities.
- The school provides all its pupils with very good care and links with parents are very strong.

All key issues raised at the previous inspection have received the school's attention. Satisfactory progress has been made. The quality of teaching has improved, as have achievement and standards in Years 3 and 4. Science has moved forward but more remains to be done in relation to recording investigations. Standards in ICT have improved in Years 1 to 4 and are average. Skills taught in earlier classes in the school have yet to impact on below average standards in the oldest class. Poor handwriting has been tackled successfully. The care of pupils has improved. The school's accommodation has also improved both inside and out.

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	E	D	D
mathematics	A	E	E	E
science	A*	E	D	D

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

A - in the highest five per cent nationally.*

Similar schools are those whose pupils attained similarly at the end of Year 2.

NB Caution is needed in interpreting data in a school such as this where each pupil represents a large percentage.

Achievement is satisfactory overall. Standards are rising. Year 6 test results improved significantly in 2004. Pupils improved their test scores in all three subjects, having had to work hard to catch up on their learning. In Years 5 and Year 6 pupils achieve well and make good progress. Currently Year 6 pupils are reaching average standards in English and science and above average standards in mathematics. A trend of improvement is discernable although more needs to be done to challenge higher attainers.

In 2004, standards at the end of Year 2, in comparison with all and similar schools, were above average in mathematics, below average in reading and average in writing. Currently pupils are achieving satisfactorily and their standards are average in reading, writing and mathematics as well as in science. There was insufficient evidence to report on standards in religious education but in ICT standards are average in Year 2 but below average in Year 6.

The level of ability of groups of children entering the school is variable. Currently their standards are average. Children achieve satisfactorily. They reach and some exceed the expected goals in the majority of areas of learning by the end of their reception year. They do particularly well in their personal, social and emotional development, knowledge and understanding of the world and in their creativity. In the development of their writing skills however, although progress is satisfactory, it is not as good as in other areas. Records show fewer children meet the anticipated goals in this fundamental area and there is some lack of challenge.

Provision for pupils' personal development, including the spiritual, moral, social and cultural aspects, is good. Pupils' attitudes and behaviour are good. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good. Pupils learn and achieve particularly well in the class for Years 5 and 6 pupils. Lessons in the class for Years 1 and 2 pupils together are never less than good. Teachers in these classes know the needs of individuals and challenge and support appropriately. Planning to meet the needs of higher attaining pupils in other classes is inconsistent. Assessment procedures are good, with marking for pupils in Years 5 and 6 being of a particularly high standard.

The overall quality of the curriculum is satisfactory. Very good quality extra-curricular provision enriches and broadens pupils' learning very effectively. The attention paid to personal development is particularly effective and makes a significant contribution to pupils' attitudes to learning and their behaviour. The care, guidance and support offered to pupils are very good. Partnerships with parents are also very good, as are affiliations with other schools and colleges. The school has good and productive links with the community.

LEADERSHIP AND MANAGEMENT

Overall leadership and management in the school are good. The leadership of the headteacher is very good. Governors, led by an experienced and knowledgeable chair, are supportive and make a good contribution to the effectiveness of the school. All statutory requirements are met. The leadership of other key staff and the management of the school are all good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have confidence in, and express very positive opinions of the school. They like the welcoming atmosphere and the ethos. The inspection team agrees with parents, as does the school, that more could be done to challenge some pupils.

Pupils enjoy life at Winkleigh School. They are particularly impressed with the Forest School and the friendliness of their class-mates. Their views are sought and taken into consideration.

IMPROVEMENTS NEEDED

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

- To implement the established plan for school improvement that highlights clearly and rightly on: raising standards, challenging higher attaining pupils to achieve more and enabling pupils to develop their writing, mathematical and ICT skills in other areas of the curriculum.
- To give teachers the opportunity to learn from one another so that the quality of teaching is developed further.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils are achieving satisfactorily. They achieve particularly well in the class for Years 5 and 6 pupils together. Standards are average.

Main strengths and weaknesses

- Standards at the end of Year 6 showed significant improvement in 2004 and are rising throughout the school.
- In order to promote these higher standards, individual pupil progress has been monitored carefully and successfully.
- Some higher attaining pupils are not challenged sufficiently.
- Standards are above average in speaking and listening and mathematics at the end of Year 6.
- Standards in ICT are below average at the end of Year 6.
- Pupils with special educational needs achieve well.

Commentary

1. The improved test results at the end of Year 6 in 2004 reflect the effort the school has made to regain its equilibrium. A period of significant change followed an inspection in 2001 that deemed the school to require 'special measures'. Just one year after that inspection the categorisation was lifted. Now, two years later, the school is continuing to move forward. Standards at the end of Year 6 show definite improvement. They have risen from well below average in 2003 to below average in 2004 and inspection findings show they are currently average.
2. The arrival of the current, very proficient headteacher in 2001, a completely new teaching staff and a strong, whole-school team commitment to raising standards have all contributed to and prompted success. All members of staff have worked hard to make certain pupils have developed better attitudes towards their learning. This has helped to raise standards and improve achievement. Good quality teaching and effective teaching assistants help teachers ensure pupils achieve satisfactorily. Individual pupil progress is tracked very carefully and this is helping to raise standards. The inspection team acknowledges the concerns of a very small minority of parents who feel their children could be stimulated further and findings endorse their opinions that some pupils, particularly those who are higher attaining, could be challenged more. The school already recognises this as well. It has this aspect of its work well documented as one of its key priorities. Plans to address the issue are appropriate.
3. Reception children enter school with varying levels of attainment which fluctuate from year to year. Currently standards on entry to the reception class are similar to those seen nationally. Children in the reception class achieve satisfactorily. The vast majority of each group who start at the school is likely to reach and some will exceed the expected goals in the majority of the areas of learning. They reach above average standards in the creative aspect of their development, knowledge and understanding of the world and personal, social and emotional development. In other areas their standards are at least in line with those expected with a good proportion of children progressing well to reach above average standards. Foundation Stage Profiles show their standards are lower in the writing element of communication, language and literacy as they enter Year 1. Children's recorded work shows that progress in this area, although satisfactory, is not as assured as it is in the other areas and there are some missed opportunities to challenge the more able children. The school has already identified this as an area for focused development and is addressing it satisfactorily.

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

Standards in:	School results	National results
reading	15.4 (16.3)	15.8 (15.7)
writing	14.9 (14.7)	14.6 (14.6)
mathematics	17.1 (17.6)	16.2 (16.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

4. In 2004, test results at the end of Year 2 were below average in reading and average in writing. They were above average in mathematics. The number of pupils exceeding the anticipated level in mathematics was well above average. The number of pupils scoring higher than the anticipated levels was below average in reading and writing. Standards in mathematics have shown year on year improvement over the past three years.
5. Standards are currently average in reading, writing, mathematics and science. Pupils are achieving well in mathematics in the class for Years 1 and 2 together. Achievement in other subjects is satisfactory. The variations in the groups entering the school explain the fluctuations in results over time and serve to clarify the higher standards reported in these age groups at the time of the last inspection in 2002. The pupils who exhibited higher standards at that time continue to display above average standards in classes further up the school.

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

Standards in:	School results	National results
English	26.1 (23.5)	26.9 (26.8)
mathematics	25.2 (23.8)	27.0 (26.8)
science	27.9 (27.0)	28.6 (28.6)

There were 13 pupils in the year group. Figures in brackets are for the previous year.

6. In 2004, the test results for Year 6 pupils were below average in English and science and well below average in mathematics. The results for this group of pupils showed the school met its targets for English but not for mathematics. At present, Year 6 pupils are achieving well to ensure their standards are above average in mathematics and in line with the national averages in English and science. A small but noticeable number of pupils are working beyond their expected levels in both English and mathematics.
7. In ICT, pupils in Year 6 are catching up and filling the gaps in their knowledge but standards remain below average in this subject, as was reported previously. They have improved through Years 1 to 4 and are average in these year groups. There was insufficient evidence to make judgements about standards in other subjects, including religious education.
8. The achievement of pupils with special educational needs is a good feature of the school's work. This is due to the thorough arrangements that are in place to assess each pupil's strengths and needs and the effective support that is given to them, thus enabling them to make good progress and achieve well. This is especially evident in the top class. There are currently no significant differences between the achievement of girls and boys and this reflects the emphasis the school has placed on improving boys' achievement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their personal development is also good and it is supported well by the school's effective spiritual, moral and cultural education and very strong personal, health and social education. Pupils' attendance is satisfactory and their punctuality to school is very good.

Main strengths and weaknesses

- The attitudes and behaviour of pupils improve as they mature and progress through the school so that in Year 6 they are very good.
- Pupils are very proud of their school and enthusiastically engage in the many activities that are provided.
- Pupils' personal development is shaped positively by pupils being given the opportunity to take responsibility and their relationships with each other are strong.
- Pupils want to attend school on time.
- Attendance levels have declined due to some parents taking holidays during the school terms.

Commentary

9. Children in the reception class make a good start to their school lives. They quickly respond and show enthusiasm and confidence in their new surroundings. They understand most classroom routines, but they occasionally shout out in their eagerness to please their teacher. They build good relationships with adults and each other, and other pupils in the school. They mix well with pre-school children, who visit the reception class each week. The daily involvement with the school family in a small school ensures that they are developing good attitudes and behaviour, so that their progress towards achieving their early learning goals in personal, social and emotional development is good. They reach above average standards.
10. Pupils aged five to nine have good attitudes and behaviour. They increasingly try hard in all activities and want to please their teacher. There are very few incidents of immature behaviour. Pupils, aged nine to eleven often show very good attitudes and behaviour as they respond well to their involvement and being valued for their personal qualities. They enjoy their lessons, show enthusiasm and display very positive attitudes. These oldest pupils have pride in their presentation of their work, and they understand that hard work will bring them success. Pupils are critical of poor behaviour in the classroom and realise that it will impede their progress. Pupils with challenging behaviour are included well in all classroom activities and are helped by other pupils, so that they have little adverse impact on teaching and learning. Parents can be reassured that any inappropriate behaviour is dealt with suitably and it does not impede their children's progress.
11. Around the school, pupils are calm, and usually show good behaviour, independence, and self-discipline. Pupils relax and play safely together without fear of bullying or harassment, and older pupils look after and befriend younger children. Pupils value each other's differences and contributions in the classroom or in clubs and activities. Pupils' are polite to adults and their relationships with staff are strong through their close daily involvement in a small village school. A minority of boys have shown some immature behaviour during the last school year requiring adult involvement, but these incidents have sharply reduced in number during the present school year.
12. Pupils' personal development is good and pupils show maturity that, by Year 6, often exceeds their years. The school prioritises the pupils' spiritual, moral, social and cultural development, and is often innovative in giving pupils unique opportunities to develop their independence and team work through the Forest School and the Garden Project. Their spiritual, moral and cultural education is good, whilst their social education is very good. Collective worship meets statutory requirements and pupils learn about and have respect for the celebrations and beliefs of all faiths. Assembly themes challenge pupils to think about issues such as attitudes and helping each other. Pupils know the difference between right and wrong, which is strongly reinforced through pupils discussing and developing school and class values. Pupils like each other and the staff, and they are taught to share and work together as well as learn about winning and losing in teams. Pupils willingly accept meaningful responsibilities to support adults, and lunchtime clubs and residential trips ensure that pupils bond together in a common purpose. The School Council meets regularly to discuss real issues affecting the future of the school. The school's Garden Project represents the rural roots of the pupils well and they have a good appreciation and pride in their own local community traditions. Visits and tournaments give pupils an appreciation of history, art and sport. The school tries hard to

combat the multicultural imbalance in the school. It undertakes visits and welcomes visitors to the school to give pupils effective practical experiences of a wide range of other cultures and prepares them well for the cultural diversity of modern Britain.

13. The school's attendance levels have shown a decline over the last four years. They are presently just below the national average. The school's attendance procedures are strong and well understood by parents, so that unauthorised absence is well controlled. However, some parents take holidays during the school terms, which can hinder the improvement of pupil's progress. Punctuality at the start of the school day is very good and enables a calm and efficient start. The school receives good support from the education welfare service.

Exclusions

The school has not had to exclude pupils during the last three years.

Attendance

Attendance in the latest complete reporting year 2003-2004 (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.4
National data	5.2	National data	0.2

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. The quality of teaching is good as is the commitment of the staff to improving the quality of education that the school provides. The curriculum is satisfactory and is enhanced by very good provision for additional opportunities. Pupils are supported well by all adults associated with the school. There are very good links with parents and other local schools. Good links with the community are already well-established and are developing rapidly. The ethos for learning is strong.

Teaching and learning

The quality of both teaching and learning is good. It has some particularly strong features in the classes for pupils in Years 5 and 6 together and Years 1 and 2 together. Assessment procedures are good overall and very thorough in English and mathematics.

Main strengths and weaknesses

- The senior teacher's consistently high quality teaching in the class for Years 5 and 6 provides a very good role model for others to follow.
- Teaching assistants are well trained and effective.
- Teachers miss some opportunities to challenge higher attaining pupils.
- Procedures for tracking pupils' progress and setting targets for improvement are especially effective.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	7	10	0	0	0

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

14. Teaching is good overall. In the class for Years 5 and 6, teaching is consistently very good and provides a very effective role-model for others to follow. Teaching is also of a good or very good quality in the class for pupils in Years 1 and 2 together. Teaching is satisfactory with some strong features in the other three classes. Although the school recognises the strengths in teaching it has not established a programme that enables teachers to learn from one another. Good quality teaching throughout the school reflects the generally positive views that pupils have about their lessons. The school has monitored the quality of teaching and its impact on learning through lesson observations, work scrutiny and talking with pupils. This has paid dividends. The quality of teaching seen during this inspection is better than that reported previously.
15. The always sound and often good quality of teaching for reception children ensures that they learn well in the majority of the areas. In writing there is some lack of challenge evident for some of the more able children. The teacher provides stimulating, well-managed learning opportunities for these youngest children. The classroom is bright and exciting. Activities are well prepared and illustrate the teacher's commitment to providing high quality learning opportunities. The motivating environment is also apparent in the very well equipped outside play area which is in constant use and provides valuable learning experiences. The teacher makes certain children are keen to find out and learn more so they achieve at least satisfactorily.
16. Pupils in the class for Years 1 and 2 together are always taught well and often very well because lessons have pace, challenge and the teacher has high expectations. The organisation of lessons usually ensures all pupils are productively engaged in stimulating activities that support good achievement in mathematics and at least satisfactory achievement in other subjects. Learning is always reviewed profitably at the end so pupils know where they need to aim next. In science more needs to be done to make certain that pupils are supported sufficiently so that they develop their recording skills and produce more written work.
17. Pupils in the class for Year 2 and 3 together and in the Year 4 class respond well to their teachers. Their lessons are always at least satisfactory and sometimes good. The use of lesson introductions to tell pupils what they are going to be taught is followed by a review of progress at the end. This is proving to be of benefit to learning. Teachers' planning is secure and makes certain that work in each lesson is usually well matched to each pupil's different learning needs. Any less productive but still satisfactory lessons happen when more able pupils are challenged insufficiently and groups of pupils are not monitored closely enough to keep them firmly on task. This slows progress and results in satisfactory rather than better achievement.
18. The successful deployment of effective teaching assistants ensures that pupils with special needs are supported and they achieve well. This is especially apparent in the oldest pupils' class where the teacher and the teaching assistant work very well together to ensure all pupils achieve well. Individual plans are up to date and have clear targets. Pupils' progress is carefully tracked as they move through the school. Pupils with statements of special educational needs are often given one-to-one support and teaching here is good and firmly based on the pupils' needs.
19. Inspection findings support parents' positive views about teaching. Parents feel that their children are expected to work hard. Findings also concur that there are occasions when their

children could be challenged further. Missed opportunities for recording and therefore the lack of written work on some occasions is an area already highlighted by the school for future development. Parents are very complimentary about the commitment of all staff. Inspection findings fully endorse the confidence they have in the staff.

20. During the inspection overall judgements on teaching were made in English, mathematics and science as well as ICT. Pupils are taught well in English and mathematics and satisfactorily in science and ICT. Insufficient evidence was collected to be able to report on religious education teaching. Teachers are very keen to develop ICT opportunities in their lessons but as yet this area is not being exploited sufficiently. Literacy skills are promoted across some areas of the curriculum but there is still work to be done in this area so that pupils can practise their writing skills more effectively. The school already has plans to further develop this aspect of its work.
21. Assessment procedures are good. They have been a major feature of the school's development. As year groups of pupils are small and have different characteristics the school rightly measures each individual pupil's progress in detail. It does its utmost to meet and fulfil any identified needs, both of the more able and the less able. At present it is more successful in addressing the needs of the less able. Pupils are fully aware of how well they are doing, as are their parents. Marking is very thorough in the class for Years 5 and 6 pupils together. Pupils know where they need to aim next.

The curriculum

The overall quality of the curriculum is satisfactory. There are very good extra-curricular activities and opportunities to develop learning and achievement through pupils' participation in out of school experiences. Overall the accommodation and resources are good.

Main strengths and weaknesses

- Extra-curricular provision offers very good additional learning opportunities.
- The Forest School is a very strong feature of the school's work.
- The school provides a good Foundation Stage Curriculum.
- Year 2 pupils do not always cover the same curriculum.
- Provision for pupils with special educational needs is good.
- Writing, ICT and mathematical skills are not developed well enough through other subjects.
- Pupils are prepared well for the next stages in their education.
- Pupils have access to good quality accommodation and resources.

Commentary

22. There has been satisfactory improvement in the curriculum since the time of the last inspection. Overall it provides a broad range of worthwhile activities and experiences, which meet the needs of pupils, and it fulfils all statutory requirements. Overall the needs of the locally agreed syllabus for religious education are met satisfactorily but there are some areas that require further development in order to raise standards and achievement. The school's personal, social and health education programme is particularly strong. Because class arrangements vary from year to year, the school reviews its curriculum annually to ensure pupils cover all the necessary topics and develop their knowledge and skills appropriately.
23. Pupils benefit from a curriculum that is effectively enriched by visits and visitors. For example, the pupils benefit from visits from Indian dancers and some have visited a mosque. There is a very good range of extra-curricular clubs for sporting, artistic and musical activities with opportunities for regular instrumental tuition available. Older pupils have the opportunity to take part in a residential visit. The recent visit in October was the topic of conversation during the inspection. The school is actively developing its creative curriculum and is developing its outdoor curriculum very well, particularly at the Forest School and with the 'Garden Project'.

Within these two initiatives pupils learn a great deal not only about plants and animals but also about themselves.

24. The curriculum for children in the reception class is good. It effectively covers all the areas of learning and links them together well to make an interesting, relevant and exciting curriculum and this gives them a good start to school and their learning.
25. The staff work hard to ensure that all pupils have equality of access and opportunity although higher attaining pupils could be challenged further and currently there is no joint planning between the Year 1 and 2 class and the Year 2 and 3 class to ensure that all Year 2 pupils have similar experiences. Where pupils need some extra help, staff arrange for appropriate provision, and intervention programmes are used successfully to improve achievement. If pupils have specific needs the school ensures that the necessary resources are available. The use of writing, mathematical skills, including data handling, and ICT skills across the curriculum is underdeveloped. Many good opportunities are taken to link together subjects so that learning is meaningful for pupils but the school recognises that this too is an area for further development.
26. Pupils are well prepared for subsequent stages of learning. There is a strong emphasis on personal development so that pupils become responsible individuals and keen learners. There are good procedures to ensure that pupils move successfully to their next class and the school works very closely with the local secondary schools to ensure a smooth transition for the pupils. For example, there are curriculum meetings for staff, 'taster days' for pupils and close liaison between schools to ensure that this process is successful. Pupils are prepared well through homework activities and study skills for their work in secondary school.
27. The school provides a good standard of accommodation and staffing levels are also good. The reception class has been improved and a new classroom extension for Years 2 and 3 is equipped as a 'classroom of the future', with video conferencing facilities. A garden area has been developed well to provide learning opportunities for pupils and also to provide vegetables for school dinners. Resources are good overall now that a lack of computer equipment has been resolved through the acquisition of a sufficient number of laptop computers.

Care, guidance and support

The school has taken very good steps to support the care, welfare and health and safety of all pupils. It provides pupils with very good support and advice, and it effectively involves pupils in its work and development.

Main strengths and weaknesses

- Pupils are very well cared for both inside and outside the school.
- The headteacher and staff give a very high priority to the pastoral care of pupils and they totally trust adults to help them if they have problems.
- Pupils are very well supported and guided in improving their learning and taking advantage of all aspects of school life.
- Pupils settle into school quickly and soon feel part of the school family.
- Pupils play a positive role in the development of the school.

Commentary

28. The headteacher has improved determinedly many aspects of the support, guidance and welfare agenda over the last three years. Policies and procedures are well defined and thoroughly implemented by committed, caring and well-trained staff. All staff have a strong vision to include all pupils in the life of the school, irrespective of their backgrounds or problems. The headteacher is skilled in negotiating external resources into the school for the

benefit of pupils, and especially those with specific needs. The school is welcoming to external professional agencies and receives good and well-focused support. The school is innovative in developing lifestyle opportunities for all pupils. Healthy eating has a very good focus in the school and pupils are involved in growing their own salads and vegetables through the extensive on-site garden.

29. Child protection procedures conform to Devon statutory guidelines. The school is very vigilant to risks to children, and staff refresher training is up to date. The school has very good relationships with social services, the education welfare officer and the school nurse, so that there are full reviews of pupils causing concern. Health and safety procedures are effective under the guidance of an enthusiastic governor. The school undertakes regular audits of the school premises and risk assessments are in place. However, fire signage could be improved. The school is a safe place as evidenced by the average accident rate and minor accidents are well recorded. Accident and medication procedures are well established, and there are sufficient trained first aiders. Teachers make children well aware of health and safety issues before the commencement of lessons.
30. The headteacher and staff have a very thorough knowledge of their pupils, which often extends to their parents. They give a very high priority to the pastoral care of all pupils and this feature of the school is very strong and supports the tightly bonded family atmosphere. Staff understand pupils' needs when they have problems, and pupils feel totally secure so that they can trust the headteacher and staff to listen to and care about their problems and anxieties. Older pupils strongly identify with this feature of the school and they help to settle and correct the behaviour of younger pupils.
31. The arrangements for assessing pupils' attainment and progress in academic subjects are well developed. Although the tracking of pupils' personal development is not supported by records, teachers keep individual informal notes on each child which allow them to update all staff at regular consultation meetings. Teachers identify pupils with special educational needs and they develop good individual educational plans with pupils and parents. Pupils with problems are soon identified and there is good feedback and discussion of issues between the staff and headteacher to structure strategies to the individual pupil.
32. The induction of pupils new to the school is very good. There is very good contact with the village pre-school and their children are regular weekly visitors to the reception class. Children are introduced slowly into the school over an extended period and most parents take advantage of the five week induction course, which acquaints them with techniques for helping their children's learning. The school is aware that there is a high turnover of pupils in the school due to new housing in the area. Pupils starting during the term are introduced sensitively into the school. All children and parents are quickly integrated into the school family. Parents are especially appreciative of the school's efforts to give them high quality advice on helping their children and in giving their child a successful start.
33. The school has shown all pupils that it wants to listen to their ideas and empower them to develop their community. The School Council is an essential feature of school life and elected pupils take their duties seriously. They have produced a toilet refurbishment plan and are currently producing a school travel plan, as well as debating immediate problems. They are consulted on the school environment and the head pupil gardener checks daily with the kitchen on food requirements for lunch. Pupils are being consulted about a "thinking for learning project" and older pupils have a good understanding of their targets and how they might influence their performance. The 'classroom of the future' project is giving pupils a greater understanding of how they can be partners with their teachers in a learning adventure.

Partnership with parents, other schools and the community

Parents are very satisfied with the school and the education it provides. The partnership between the school and parents and educational support programmes for parents are very effective in

helping pupils' education. The school's links with the community are good. The school's links with other schools are very good.

Main strengths and weaknesses

- Parents help and support the school very well and the partnership with parents thrives in all aspects for the benefit of their children's education.
- The school's very good communications with parents and the rich adult education programmes give parents a very good insight into how they are able to help their children.
- The school builds good bridges to the local community, which assist pupils' learning.
- The school has very good relationship with other schools, which greatly assists the anxiety-free transfer of pupils and gives increased opportunities for their learning.

Commentary

34. Since the last inspection, most parents have supported the school proactively through a difficult period of readjustment. Parents are very satisfied with the school and the headteacher's and staff's educational vision for their children. They realise that the headteacher is innovative and improving the school in all areas. They are aware that their children are growing in independence and maturity and are happy. They feel that the school respects and values their role and wants them as equal partners in their children's education. A significant number of parents at the school gate were fulsome in their praise of the school and expressed the view that the school was "fantastic" or "could not be improved".
35. Only a very small minority of parents showed dissatisfaction with some aspects of the school, and there were no areas of significant dissatisfaction. Some parents are concerned that the challenging behaviour of a small group of pupils might affect the progress of their children, but the inspection team could find no evidence to support this concern. A small group of parents do not feel well informed on their children's progress, but the inspection team could not vindicate their concern as communications and information for parents are at a very good level in comparison with other schools.
36. The school's aims shows it wants to build the partnership with parents. Parents have signed the home-school agreement, and try to fulfil the contract, even though holidays taken during school terms are very high. The Friends of Winkleigh School raise funds enthusiastically and add to the family ethos of the school. There are many parent helpers who throw themselves energetically into supporting a wide range of activities. The school wants to listen to parents through an open door policy. It uses parent questionnaires effectively and holds open mornings and afternoon tea sessions to harvest the views of parents. Parents and teachers mix well at either end of the school day in productive informal conversations. Complaints are very few, but the school shows that it wants to deal with these efficiently and governors are involved appropriately.
37. The quality and range of information for parents is very good. The prospectus and governors' annual report to parents are complete with essential information, are interesting, and represent the personality of the school well. Annual reports to parents are very good. They are focused on pupils' levels of attainment and progress, and give feedback on past targets and develop future ones. Pupils give a review of the present year through My Report and parents' feedback is welcomed. Parents feel very comfortable with the opportunities they have for engaging with the school to discuss progress and their participation in setting their children's targets. Parents enjoy very informative newsletters, which cover all aspects of school life and in combination with clear and respectful letters to home indicate that the school wants to build bridges towards parents.
38. The range and quality of parent support programmes are a very distinctive feature of the school. In the reception class, most parents take advantage of the five week induction programme, which allows pupils and parents to make a flying start into the school family. Many parents attend evenings of coaching in how to help their children. The school has

engaged Devon County Council to run “Parents Learning, Children Learning” adult education courses within the school and supported these with a crèche. Many parents have been involved and the courses give them a better understanding of the National Curriculum and allow them to assist with homework, as well as occasionally initiating career opportunities.

39. The school enjoys good relationships with the local community, and wants to be an important contributor to the life of the village. Pupils benefit greatly from the close ties. Relationships with the local village church thrive, and the minister is a regular visitor for assemblies and is seen to be part of school life. The village facilities, church and adjacent countryside are important resources for the practical teaching of some subjects. People from the local community are welcomed into the school to contribute to pupils’ learning and to use the facilities.
40. The school has very good relationships with other schools. The very strong association with the village pre-school enables reception children to make a good start at the school. The school has developed a mutually beneficial relationship with similar local village schools, which enriches the cultural activities that the pupils enjoy in sport, art and drama. The school maintains very good contacts with local secondary schools, which gives pupils access to additional facilities and extended learning opportunities. Parents receive knowledgeable and informative advice as the time for transfer to secondary school approaches, and the transfer of information is detailed, especially for more vulnerable pupils. Consequently, pupils make a mostly anxiety-free transition.

LEADERSHIP AND MANAGEMENT

Overall leadership and management in the school are good. The leadership of the headteacher is very good. Governance, the leadership of other key staff and the management of the school are good.

Main strengths and weaknesses

- The headteacher provides very good leadership that is securely focused on raising standards.
- The governing body is actively monitoring school improvement.
- There is a very good school improvement plan.
- The school’s self-evaluation procedures are very effective.
- Co-ordinators are developing well their role to support raising standards in subject areas.

Commentary

41. The headteacher, with the support of the governors, has established a dynamic team of teachers and teaching assistants who show a strong commitment to raising standards. A legacy of underachievement and the need for pupils to catch up has been and is continuing to be addressed. The need for pupils to enjoy learning is fostered strongly. As a result of this, teaching and learning have improved and standards are rising. All staff are encouraged to develop their own skills and are supported well through training. For example, one teacher is recognised as a leading mathematics teacher and works with the Local Education Authority to improve teaching in other schools. Teaching assistants are viewed as part of the team of staff and they contribute well. The headteacher enables experienced staff to coach and model high quality teaching in other schools but, as yet, insufficient use is made of sharing their expertise in this school.

42. Governors, led by a knowledgeable and experienced chair, are very clear about the school's strengths and weaknesses. They make certain all statutory requirements are met. They have a clear understanding of their monitoring role and have played an active part in strategic planning within the school. The monitoring committee regularly checks on the progress being made against the school improvement plan. Governors gather good information which enables them to carry out their role as critical friends. They provide an effective challenge to the headteacher and other staff. They are very supportive of planned further improvements, particularly to develop creativity in the curriculum.
43. The school improvement plan provides a clear written analysis of areas for development within the school. It is based on a very good understanding of the strengths and weaknesses in the school and has been adapted on a continual basis. The plan is thorough and specifically linked to raising standards. Targets are identified clearly for each area recognised as requiring attention. The development of the plan has involved all staff and governors. It is regularly reviewed and this has ensured that it is a working document which is helping staff to manage change. The headteacher's strong drive for improvement through this plan has ensured the satisfactory progress made since the previous inspection.
44. Led by the headteacher, the monitoring of teaching has been explicit and supported the culture of self-evaluation. As a result, staff are keen to improve and critically analyse their own teaching. Subject leadership skills are well developed in English and mathematics and developing strongly in other areas with the support of the headteacher. Teachers have good information about how well pupils are doing because assessment in lessons is good and data tracking the progress of pupils is in place across the school. This is used effectively to pinpoint any pupil underachievement and identifies where intervention programmes are needed. The management of special educational needs is effective and the deployment of support staff carefully thought out. The parents' confidence that the school has improved considerably since the headteacher's appointment is well based.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	346,415	Balance from previous year	26,617
Total expenditure	354,802	Balance carried forward to the next	18,231
Expenditure per pupil	3,096		

45. The school offers satisfactory value for money. Financial planning is good. The school's procedures for seeking best value are well established and effective. The school has targeted its resources in employing an additional teacher in Years 3 to 6 and has held some money in reserve to support this for the next three years. Pupil numbers are now rising and this is bringing more funding into the school. The school has made a significant financial commitment to supporting special needs pupils throughout the school and this is providing good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision has improved from sound to good since the last inspection. Children achieve at least satisfactorily from an average overall starting point in all areas of learning. They achieve well in their personal, social and emotional development, knowledge and understanding of the world and the creative area of their learning. There are currently twelve children attending full-time and another group of younger children are set to join them in January.

There is a strong emphasis on learning in the reception class and many reasons why children are achieving satisfactorily. Teaching is good overall. There is an effective team of adults, including parents, who provide a good, well-planned and imaginative curriculum that meets the children's needs well. Staffing levels are good and all children are supported well. Relationships are good and as a result children are keen learners and participate enthusiastically in the wide range of stimulating opportunities planned for them. Leadership and management are good. The school is reflective and constantly seeking to improve. Planning and assessment are good overall which means that work is planned at the correct level although there are occasions when more could be done to challenge higher attaining children as was observed in very good lessons in other classes. The accommodation is good and, in particular, children have access to exceptionally exciting outside environments.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good relationships between children and adults create an atmosphere of effective learning.
- Children are given constant encouragement, which enables them to feel valued and able to settle happily into school. Routines are well established.

Commentary

46. The school places a high emphasis on this area of learning and consequently children achieve well. Children attain and a significant number exceed the goals in this area of learning at the end of the reception class. As there are exceptionally strong links with the preschool and parents are very supportive, children settle into school well and are keen learners. Good teaching, good relationships and a well planned and ordered environment enable children to quickly settle and feel secure. Children are encouraged to take responsibility for tasks. They like taking the register to the office, and are encouraged to develop independence and co-operation with others when working on activities. Behaviour is good, although some children still have to learn to take turns better when working as a whole class. Children have a strong desire to learn because a good range of interesting activities is planned for them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teaching of reading and spoken language is good.
- Children do not write often enough.

Commentary

47. Language skills are developed satisfactorily through all the areas of learning. Children are achieving satisfactorily overall but their achievement is better in spoken language and reading than in writing. The majority of children attain the goals in reading and spoken language and listening at the end of the reception year, but a smaller proportion attain the goals in writing. Letter sounds are taught well and children are achieving appropriately in this area. All have sufficient knowledge to at least attempt to write some words. However, there are not enough opportunities for children to 'have a go' at writing for themselves in a structured way and more able children could be challenged further. Reading is taught well and there are good detailed home link books that give parents good support to help their children progress. Children listen satisfactorily to each other in conversation although at present they often call out in whole class situations and this is an area for development.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and there is a strong emphasis on learning through practical activities.
- There are some missed opportunities for children to try out the very simplest of recording skills.
- Children have opportunities to use their mathematical skills across many areas of learning.

Commentary

48. Teaching and learning are good because children are usually challenged appropriately and this means they achieve satisfactorily. By the time they start Year 1 the majority of children have achieved the expected standards. However, there are times when insufficient emphasis is placed on children recording their mathematical experiences in the very simplest of ways. Some are beginning to do this pictorially and sometimes as part of practical activities. There is a good emphasis on helping children to use mathematical language more confidently and to develop ideas to solve problems through play. They use their mathematical knowledge in a variety of contexts such as during a role-play situation when they were measuring a space for a stable for the Christmas reindeer.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good teaching provides children with many opportunities to learn about the world around them.
- The Forest School provides very good opportunities for learning.

Commentary

49. Teaching and learning are good. The majority of children attained the expected goals in this area of learning last year and the current group of reception children are achieving particularly well and are likely to exceed the goals. This is because the school has concentrated its efforts on providing additional opportunities to support children's learning in this area. Children benefit from chances to visit and learn at the Forest School. The school then enhances this learning by providing a stimulating environment within the school grounds, having established its own, mini Forest School. This offers many opportunities for the children to learn about the locality and the world around them. The imaginative play areas are very good and in these children construct and find out about how things work. There is good use of digital photography and other ICT equipment to support learning but there are too few opportunities for children to use computers although they have, for example, e-mailed children in India to find out what toys they like playing with. Thus ensuring they learn well about

children in other countries. There are also many opportunities to learn songs and dances from other cultures. They are taught effectively about different religions and beliefs.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The outside environment is good and it offers children many opportunities to develop physically.
- Learning objectives for physical education lessons are not precise enough.

Commentary

50. Most children attain and a significant number exceed the expected goals in this area of learning. There is a good range of opportunities to develop skills. The teacher makes certain that children learn pencil control, how to use a paintbrush and scissors correctly and they show good control as they enjoy activities such as cutting and gluing. Children are achieving well overall but particularly well when participating in outdoor activities that help them develop their co-ordination skills. There is an extensive outdoor area, which is partially covered, and children have very good opportunities to try and balance on a variety of resources, both natural and man-made. Their participation in the Forest School activities also gives them the chance to go for walks and to explore their spatial awareness in different contexts. Overall, teaching and learning are good. However, in one dance lesson, children did not achieve as well they might have because the learning objectives were not precise enough and children did not become as fully involved as they could have.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- The teacher provides very good opportunities for children to learn through play.
- Children are provided with an exciting range of activities that enrich their learning.

Commentary

51. A wide range of stimulating activities, together with very good teaching, support the children very well. Consequently they achieve very well and most achieve and a good number exceed the expected goals in this area of learning by the end of the reception year. There are very good opportunities to develop imaginative play both inside and outside the classroom. Children are given many opportunities to sing and participate in musical activities, which are also integrated into all the other areas of the curriculum. Reception children and children from the pre-school group enjoyed a very effective music lesson together taught by the reception teacher. There are many opportunities to paint, print and make models and the children have created their own firework pictures using a computer program.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- Standards at the end of Year 6 are improving.
- Standards are above average in speaking and listening by the end of Year 6.
- Very good teaching is apparent in the class for Year 5 and 6 pupils and in the class for pupils in Years 1 and 2. This supports pupils' good achievement.
- In the class for pupils in Years 5 and 6 marking is used very well to inform pupils about how they can improve their work and provides a good example for others to follow.
- High quality subject leadership is ensuring improvement and raising standards.
- There are missed opportunities for pupils to record their work and practise their writing skills in other subjects.

Commentary

52. Test results at the end of Year 6 in 2004 showed significant improvement. Standards rose from well below average to below average. Inspection evidence shows standards in both reading and writing in Year 6 are currently average overall with a small number of pupils showing above average attainment. A trend of continued improvement in standards at the end of Year 6 is very apparent and results in English at the end of this academic year look set to be at least average, indicating year on year improvement over three years. In Year 4, standards in English are above average and as pupils in this class move into the top class signs are that their standards will be even higher by the end of Year 6.
53. Standards reached by pupils in their tests at the end of Year 2 in 2004 were below average in reading and average for writing. Standards, when compared with the previous year, showed a decline in reading but an improvement in writing. Currently standards in both reading and writing are average. In reading, pupils are developing their fluency but there is still more to be done to ensure they read with understanding. In writing pupils have not yet acquired sufficient skills to enable them to produce longer, meaningful sentences that support higher achievement. The results for 2004 reflected the needs of the cohort and work samples suggest that during Year 2 pupils made at least satisfactory progress and some achieved well in both reading and writing. The overall trend of improvement comes as a result of the determination of the whole school to raise standards and the commitment to the focused School Improvement Plan that has concentrated on raising standards in writing in particular. Achievement is satisfactory overall. The school has worked hard and successfully at improving boys' achievement. Pupils with special educational needs are always well supported and their achievement is good.
54. Standards in speaking and listening are in line with expectations in Year 2 and are above them in Year 6. Achievement in this aspect of English is good. In Years 1 and 2, there are many opportunities for discussion with the teacher, teaching assistant and a parent helper. This was seen when younger pupils explored ideas about the life of a polar bear before beginning to construct a class poem. Their awareness of cold conditions had been enhanced previously by the use of the water-tray being filled with icy water. Older pupils are self-assured. They speak confidently to visitors. During the inspection they explained clearly their experiences during a recent residential stay at an outdoor centre. Their visits, which encompassed experiences of Victorian life, obviously had a positive impact on their learning. Enthusiasm was tangible and pupils recounted clearly their thoughts about the success of the visit.

55. Teaching is good overall. This is at the heart of the discernable continued improvement in standards in the school. The legacy of underachievement, very low standards and disaffection in this subject reported in 2001 has been addressed. The follow-up inspection in 2002 noted significant improvements but still reported low standards in Years 3 and 4. This issue has been resolved successfully. The poor standards of handwriting and presentation reported previously have also improved, especially in Years 2, 5 and 6 but as yet there is still some lack of consistency in this area across the school.
56. The good quality of teaching ensures that pupils learn well and achievement is at least satisfactory. Very good teaching is evident in the classes for Years 5 and 6 and Years 1 and 2 pupils. Teachers in these two classes in particular provide the necessary challenge and support to raise achievement. Planning is very thorough and makes certain that a wide variety of writing skills are taught and pupils become familiar with an extensive range of genre. ICT is used in some lessons to support learning effectively but this is an area requiring improvement as it is not used sufficiently well in all classes. Guided reading sessions throughout the school are productive and promote effective learning. Lessons are supported by homework tasks that ask pupils to reflect on what they have read in class and encourage a greater understanding of the text. Teachers' marking is very detailed and helpful to pupils in the class for Years 5 and 6 and offers a good example for others to follow. It ensures that pupils know what it is that they have to do to improve their work further. Their progress is tracked very carefully. This promotes good achievement because the teacher uses the information gathered about each pupil's progress to make sure that the next steps in learning are identified and each pupil's needs are recognised and planned for. Parents are also kept well-informed about the targets during their visits to school when they are encouraged to watch their children at work. During their meeting, they spoke positively of this aspect of the school's work. They expressed their appreciation of 'being involved'.
57. Leadership and management of the subject are very good. Since her arrival at the school the headteacher, with the support of the teacher in the class for Years 5 and 6 pupils, has introduced systems and strategies to improve standards, especially in writing. Lessons have been monitored and points for development noted and acted upon. These are having a significant and positive impact. Regular interviews are held with pupils to assess and evaluate the impact of lessons on learning. Work is scrutinised and standards monitored very closely. The need to challenge higher attainers has been recognised and is already a high priority for the school. The expertise within the staff provides the potential for enabling the continuing professional development of other staff in all areas of English, although to date this has not been exploited fully.

Language and literacy across the curriculum

58. The school recognises that there are missed opportunities to promote these areas in other aspects of the curriculum and has it as a key area for development. Research, investigation and writing skills receive attention in some lessons but opportunities to write for a variety of purposes are not encouraged sufficiently in all classes. This means that handwriting and other presentation skills are not always re-enforced as often as they could be. Although there is good use made of 'wipe-clean boards' to jot down ideas, there are occasions when pupils use these to record copious notes or suggestions that could be followed up in the future. The writing on these boards, unless photo-copied, provides no permanent record of work undertaken and therefore much is lost.
59. The school has recently introduced **French** lessons to the curriculum for all infant and junior classes. Consequently, all classes are presently at a similar stage of development. The specialist teacher did not visit the school during the inspection. One lesson was observed taught by a class teacher. However, this did not provide sufficient evidence to make a judgement about overall provision. In the satisfactory lesson seen, it was clear that pupils enjoy this subject and are achieving satisfactorily. They pronounce words clearly and correctly and enjoy the range of games and activities that are planned for them. The specialist teacher teaches a lead lesson weekly and then this is followed up later in another

lesson taught by the class teacher and teaching assistant. The acting co-ordinator has good links with other schools and pupils benefit from their input on suitable activities and resources.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are now rising across the school.
- Provision for pupils with special educational needs is good.
- Recording of work in books is inconsistent, with insufficient attention being paid to representing data as graphs and charts.
- Teaching is good and teaching assistants contribute well in classes.
- Effective leadership and management are leading to improved standards.

Commentary

60. Standards are average in Year 2 and above average in Year 6. There are small numbers of pupils in each year group and this means that there is likely to be fluctuation in results in different years. Over the past four years the results have been at average or above average in Year 2. The 2003 and 2004 results in Year 6 were well below average and indicated poor progress from Year 2 to Year 6. These results reflected a considerable period of turbulence at the school. The current inspection confirms an improved position and that the standards are rising because of good teaching and higher expectations of pupils.
61. Pupils come into the school with average standards. They make good progress and achieve well in Years 1 and 2. In Years 3 to 4, pupils' achievement is satisfactory. The samples of work and lessons seen indicate that progress is good in Years 5 and 6 because of highly skilled teaching from both the teacher and teaching assistant. This is improving standards rapidly, and the progress made by the Year 6 pupils, since Year 2 is now close to that expected. Standards in Year 4 are above average and likely to improve further. Provision for pupils with special educational needs is good. Some of these pupils are following a catch-up programme of work in Years 5 and 6. The teaching here is highly effective. Overall achievement across the school is satisfactory.
62. Work in pupils' books show strengths in the development of understanding of number and its application. For example, Year 1 and 2 pupils turn word problems into written addition and subtraction sums. Overall, pupils in the lower part of the school spend insufficient time recording work in their books. Across the whole school, the use of graphs and charts to represent data is underdeveloped.
63. Overall the quality of teaching and learning is good, with strengths in the class for Years 1 and 2 together and the class for Years 5 and 6. The strengths in the teaching include high quality lesson planning and a secure learning environment in which the pupils are confident to contribute. Relationships between teachers, teaching assistants and the pupils are good. Good quality questioning by both teachers and teaching assistants check the pupils' understanding and help them to think more deeply. The start of lessons, involving mental skills, is good. In the Year 5 and 6 class, the very good use of a counting stick enabled the pupils to gain confidence in counting in steps of 40, 400 and 0.4. In Year 3, a recently purchased interactive whiteboard is being used well to support learning. Pupils' understanding of why 4×5 is the same as 5×4 was developed well because of the very good visual arrays shown on the screen to support explanation. In some lessons, when pupils are asked to work together in groups, their work rate is not as good as it could be. This is

because the tasks given do not have sufficient structure or some pupils become easily

distracted. This is affecting boys more than girls. Some opportunities are also missed to extend learning sufficiently well in the final part of lessons.

64. Leadership and management of the subject are good. The co-coordinator has a very secure understanding of the strengths and weaknesses in provision across the school. The action plan is well written and identifies suitable actions to improve standards. Monitoring and evaluation of teaching within the school is securely embedded and the capacity for improvement is good. The use of ICT to support learning in the subject is underdeveloped. The school has made satisfactory progress since the previous inspection.

Mathematics across the curriculum

65. The use of number across the curriculum is satisfactory. The use of data handling skills is underdeveloped; there are several opportunities missed to use these skills in other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Test results show standards are improving at the end of Year 6.
- Very good teaching supports good achievement in Years 5 and 6.
- Science investigations show some lack of progression in the development of enquiry skills and this limits higher attainment.
- Pupils have insufficient opportunities to develop their recording skills.
- Aspects of environmental science are enhanced significantly by the effective use of the school grounds and the involvement of pupils in the 'Forest School'.

Commentary

66. Test results in science at the end of Year 6 in 2004 showed improvement. Standards rose from well below average to below average. Test results and inspection findings indicate a trend of improving standards. Currently Year 6 pupils are displaying average standards both in terms of their knowledge and understanding of scientific concepts and their enquiry skills. Very few pupils, however, exhibit standards higher than those expected, especially in relation to their acquisition of investigative and enquiry skills. End of Year 2 teacher assessment in 2004 showed standards to be well below average, having been in the top five per cent nationally in the previous year. Lower standards for 2004 were also seen in other subjects and reflected the needs of this particular group. During the inspection standards seen in Year 2 were average overall but with only a very small number of pupils on course to exceed the anticipated level. No significant differences between the standards reached by boys and girls were seen during the inspection although the results for Year 6 in 2004 indicate that girls did better than boys.
67. Pupils' achievement in Years 1 and 2 is satisfactory as is the quality of teaching. A similar picture is seen in Years 3 and 4. Higher attaining pupils, however, are not challenged sufficiently, particularly in developing their investigative skills and this restricts overall achievement. Those who have special educational needs receive good support and do well. This is especially noticeable in the oldest pupils' class. Pupils' achievement in this class for Years 5 and 6 together is good because teaching is very good and so pupils make better progress in their learning. This is because the teacher pays significant attention to planning for and providing pupils with first hand experiences when they can explore and find out. Pupils take part in investigations that motivate them. They exhibit a desire to find out why things happen. For example, pupils explored the impact friction has on the movement of objects over various surfaces using force metres. They also explored the effect air resistance

has on a falling object and had great fun working together sensibly and collaboratively as they experimented with 'balloon rockets' and propulsion.

68. A scrutiny of work and teachers' planning shows a satisfactory coverage of the curriculum but that there are some missed opportunities for pupils to develop their enquiry skills in a systematic way. There is also a lack of recorded work in pupils' books throughout the school. The limited opportunities to record information about investigations mean pupils do not practise their report writing skills regularly. Pupils in Years 1 and 2 are involved in many investigations but they are given insufficient opportunities to write about them in a productive way. They do not have sufficient opportunities to commit their ideas and findings to paper and this reduces the development of their recording skills and also inhibits their overall achievement. In the class for Years 2 and 3 together the teacher makes certain pupils enjoy finding out about materials with well-prepared resources but a number of their ideas were lost as they jotted their ideas onto 'wipe clean boards' rather than onto paper. There is some lack of consistency in the planning for the Year 2 pupils in two different classes.
69. The school's commitment to the 'Forest School' and the way in which the school's grounds are used to extend pupils' learning make certain the science curriculum is enhanced significantly by additional opportunities. The 'Forest School' takes pupils into nearby woods where they gain experience of changing seasons, flora and fauna and nature in the true sense of the word. Within the school grounds pupils are able to learn first hand about how plants grow as they take responsibility for the vegetables they cultivate and nurture in their own poly-tunnel and garden area. They also have access to a very wide variety of habitats that are easy to watch and refer to during seasonal changes.
70. The newly appointed science co-ordinator has only recently joined the school and is providing satisfactory leadership. He has started monitoring science standards through work scrutiny and is well aware of the tasks ahead. There is a commitment to promoting the development of enquiry skills in a more systematic way. The need to ensure a compatible coverage of the curriculum for the Year 2 pupils in two classes has been recognised and this is under review. Time has been allocated for lesson observations to take place to evaluate colleagues' strengths and weaknesses in teaching and the co-ordinator is seeking to offer them more help and advice. Attention has been paid to developing the use of ICT in science and this has proved successful. A thorough, realistic and well-focused action plan has already been produced. This identifies correctly the areas that require further attention. Science is now in a strong position to move forward and to address the issues relating to science investigations which are similar to those made in the previous inspection report.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards are average in Year 2 but below average in Year 6 because pupils are still having to catch-up with their higher level skills.
- The school has an impressive facility in 'the classroom of the future' that supports the development of pupils' ICT effectively.
- Planning for further development is good.
- The use of information and communication technology across all curriculum areas is underdeveloped.

Commentary

71. Standards in ICT are average in Year 2 and below average in Year 6. Pupils in Year 2 have appropriate basic skills. However, in Year 6, pupils' skills across nearly all aspects of the subject are underdeveloped. Improvements in resources and teaching have recently been made and pupils are now making appropriate progress and achieving satisfactorily. E-mail

and the internet as a resource are however, underused and pupils' understanding of spreadsheets is limited. These older pupils still have ground to make up. However, overall progress since the previous inspection has been satisfactory because standards have improved in Years 1 to 4.

72. Observation of lessons and samples of work seen indicate that the overall quality of teaching is satisfactory. The school's very recent purchase of laptops to use in different classrooms has increased pupils' access to computers significantly. Staff and teaching assistants are displaying a growing confidence in using the new computers and software; their subject knowledge is sound. In Years 5 and 6, planning is thorough and pupils show good interest and concentration as they complete tasks using spreadsheets. However, the impact of teaching on learning is restricted somewhat because there are no facilities to demonstrate to the whole class at the same time. This limits the pace at which information can be given and reduces the productiveness of the session.
73. The school, with support and financial backing from the Local Education Authority, has been innovative in setting up a 'classroom of the future'. This provides a video link to other schools. Pupils in this class for Years 2 and 3 talk to pupils in another primary school and e-mail each other messages and photographs. The pupils are confident in selecting commands on the whiteboard.
74. Management and leadership of the subject are satisfactory. The school is firmly committed to improving standards and the action plan for the subject is detailed and well thought out. There are some good links being developed with neighbouring schools. The co-ordinator has piloted the use of the interactive whiteboard since the beginning of term and has quickly established a good level of expertise that has not been developed by teachers in other classes. The capacity for further development is good.

Information and communication technology across the curriculum

75. The use of ICT across the curriculum is underdeveloped. The school is aware of this and the school improvement plan shows detailed plans for further development. There are some examples of the good use of ICT such as the measurement of temperature with sensors in science.

HUMANITIES

76. Insufficient religious education lessons and no geography or history lessons were observed during the inspection to be able to make judgements about overall provision in any of these areas.
77. Due to timetable arrangements, it was only possible to observe two **religious education** lessons and therefore it is not possible to make a judgment about the overall quality of provision. Evidence was gathered from teachers' planning, talking to pupils and looking at their work. In the two lessons observed teaching and learning were both satisfactory. Planning at whole school level is satisfactory. It is based on a two-year cycle and the requirements of the locally agreed syllabus are met.
78. Discussions with pupils show that they know some stories from the Bible but can recall little information about other religions they have studied. Pupils in Year 4 successfully compare and contrast how different religions think about the creation story. Years 5 and 6 pupils are studying the Bible as a special book. Teaching of this area was enlivened by a visit of the Methodist minister, who responded to pupils' questions such as 'What makes the Bible so special?' The school has monitored closely pupils' attitudes to the subject. There has previously been some disaffection but pupils' attitudes are improving and the data collected by the school shows they now have more positive opinions about the subject. The religious education curriculum taught in the school is well supported by visits. Pupils have visited a

Mosque and considered Christianity in Victorian times during a visit to Morwhellam Quay. The amount of recording in books of work done in this subject is very limited.

79. In **geography** there was insufficient information available for any judgements to be made. This is because the current term's curriculum coverage for the majority of classes does not have a geography focus. Documentation, including information gathered from a report from the co-ordinator, suggests that coverage of the subject is satisfactory.
80. Current work in **history** was sampled and discussions were held with pupils. The subject co-ordinator provided information for inspectors. Indications are that the curriculum coverage is satisfactory. Samples of pupils' work seen indicate that standards are about average in Year 6. Year 5 and 6 pupils have produced some impressive writing on Victorian life and much of this is based on visits to places of interest during their residential visit that took place earlier in the term. For example, good quality writing about poor children was produced following a visit to a factory mill. Year 4 pupils have compared Roman and Anglo Saxon life. Year 2 pupils have looked at old and new toys and considered how they were used and the materials from which they are made. The amount of recorded work in books showing what pupils have covered in their lessons is limited across the school. The history co-ordinator is aware of this issue. She has a clear understanding of the strengths and weaknesses of the subject because there is a programme for monitoring work and observing lessons.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Teachers' time-tables and planning for coverage of the curriculum in these areas meant that no lessons were observed. It was not possible to make overall judgements about provision in art and design, design and technology, music or physical education.
82. In **art and design** the scrutiny of work on display suggests that pupils are learning well in this subject as they progress through the school. Planning is based on government guidelines and skills are taught progressively. A specialist teacher is employed to teach this subject to all year groups in the school as the school places a high emphasis on its creative curriculum. There are appropriate opportunities for pupils to find out about the work of important artists, such as Kandinsky. There is a well-attended, flourishing extra-curricular art club that supports pupils' achievement effectively.
83. In **design and technology** the scrutiny of the oldest pupils' work and work on display indicates that they are likely to be achieving well in all aspects of the subject as they progress through the school. Good opportunities are taken to link design and technology effectively with other subjects. For example, pupils' design and technology work in Years 5 and 6 had strong links with English, particularly speaking and listening and reading and also strong links with their history topic. Skills are taught progressively and the principles of design, making and evaluation are covered effectively. Digital cameras are used regularly to record the pupils' finished products. Pupils have opportunities to cook on camp-fires as they take part in 'Forest School' activities. They also consider aspects of food technology within their 'Garden Project' where they grow their own produce and benefit from considering the components of healthy menus and how to use their own salad vegetables to provide an interesting assortment of salads. The subject is being led and managed well by the co-ordinator.
84. Although no lessons in **music** were seen, a lunch-time activity with 'African Drumming' session was observed. This demonstrated clearly the enthusiasm of the pupils and the commitment of staff to music. The class set of drums of various shapes and sizes was very impressive as was the pupils' ability to work together and to perform to an audience. They showed above average standards in this club session. Singing in assemblies is tuneful and joyous. This was seen when pupils sang a two part rendition of 'Shalom' at the end of their 'Achievement Assembly'. On entering classrooms pupils are often greeted by music playing in the background. This helps teachers to create a calm and relaxing atmosphere. Pupils are keen to talk about the woodwind, guitar and key-board tuition which some attend regularly.

The school organises peripatetic staff to visit the school and this supports pupils' achievement in this area.

85. A varied selection of musical CDs is available that offer pupils the opportunity to become familiar with many composers and types of music. The co-ordinator has a thorough understanding of the subject and offers good leadership. This is illustrated by the well-structured and continually monitored action plan. The plan has clearly expressed success criteria and lesson observations take place to inform the co-ordinator about areas that are currently being reviewed and those requiring further improvement with regard to teaching the subject. She keeps governors well-informed. The previous inspection did not make direct reference to this subject.
86. Teachers' planning, including the attention paid to outdoor education, and the co-ordinator's good action plan for **physical education** show it has a high profile within the school's curriculum. Subject leadership is secure. There is a schedule for lesson observations. These have been programmed into the school calendar for the year so that the quality of teaching can be monitored and areas for development considered in order to improve the quality of pupils' learning. The school's involvement in the Primary Link Initiative over the past three years has also paid dividends and productive links have been established with the local secondary school.
87. Extra activities have a strong role to play in the enrichment of pupils' learning and this is supporting their learning by giving them additional opportunities to develop their achievement. Pupils have access to a wide variety of sports and games. All pupils take part in a quick, five minute, daily exercise session. The school's commitment to pupil involvement in the running of the school has prompted a teaching assistant to support the training of Year 6 play leaders who take charge of organising younger pupils' playground games. They plan for playtimes using a prepared proforma and play alongside their younger school mates in games such as 'What's the Time Mr Wolf?' and 'Oranges and Lemons'. These types of games and other physical activities at playtimes and lunchtimes are supported by teaching assistants and teachers who have a good selection of equipment to draw on. Resources have recently been updated and are easily available to all. They prompt active participation from the pupils as does the access to strategically placed climbing equipment. All these features support pupils' learning and achievement in this subject. These improvements suggest the subject has developed over recent times but as the previous report did not make specific references to physical education it is not possible to draw any meaningful comparisons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. Although no lessons were seen in this area of the school's work, the school provides very good opportunities for pupils to develop their learning. This is because the school places a very high emphasis on pupils' personal development and this has helped to ensure there has been very good improvement in pupils' behaviour and attitudes since the inspection of 2001. In addition to the school's own scheme of work, there are good opportunities embedded in all aspects of the work of the school to enable pupils to develop into confident, healthy and motivated individuals who want to learn and succeed. They benefit from an enriched curriculum that gives them many opportunities for learning beyond the school in terms of clubs, visits and visitors. There is a strong emphasis on eating a healthy diet. The 'Garden Project', which provides produce for school dinners, is an important development in this respect. The provision for pupils' spiritual, moral, social and cultural development is good. The consequences of this provision are seen throughout the school, where the pupils work and play together in harmony. The programmes for sex and relationships education and drug education are in place, although the school has identified drug education as an area for development. The school council is already working well. All pupils have good opportunities to contribute their views in class to their representatives and changes have taken place in school as a result of the pupils' suggestions. Pupils take responsibility for roles in meetings and they minute meetings effectively.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).