

INSPECTION REPORT

Farway C of E Primary School

Farway

LEA Area: Devon

Unique Reference Number:113432

Inspection Number: 187699

Head-Teacher: Mrs H Edwards

Reporting inspector: Ms H Carruthers
22167

Dates of inspection: 18 October 1999 - 20 October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Farway Colyton Devon EX24 6EQ
Telephone number:	01404 871239
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J. Glasbrook
Date of previous inspection:	29 April 1996 - 01 May 1996

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Mr M. Whitaker, Lay Inspector		Attitudes, Behaviour and Personal Development, Attendance, Support, Guidance and Personal Development, Attendance.
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MAIN FINDINGS

What the school does well

- Encourages good attitudes, behaviour and relationships.
- Inspires good attendance.
- Provides good opportunities for moral and social development.
- Supports pupils with special educational needs effectively.

Implements its aims and values well.

Makes effective use of non-teaching staff.

Fosters good links with parents and the community.

Provides satisfactory or better teaching in 95 per cent of lessons, 59 per cent being good.

Where the school has weaknesses

- In making full use of information technology.

In pupils' spelling, and the presentation of their writing and recorded work in mathematics and science, particularly in Key Stage 2.

In providing consistent, detailed, lesson planning in science, design and technology and the other non-core subjects of the curriculum, to challenge pupils of all abilities.

In assessment and its use to support lesson planning for science, information technology and other non-core subjects of the curriculum.

In addressing the risks to the health and safety of pupils arriving early by bus and when using the local football field.

Weaknesses are outweighed by what the school does satisfactorily and well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians at the school.

How the school has improved since the last inspection

Overall, satisfactory progress has been made in addressing the five key issues from the last inspection. Standards in English, speaking and listening, reading and writing have improved. Work in information technology has increased, but does not yet match the updated requirements for the subject. There has been a significant improvement in the quality of teaching, but the use of day to day assessment and marking is still variable. The curriculum has improved for geography, physical education and the under fives. There are still deficiencies in the curriculum for information technology and planning for science and non-core subjects. Good progress has been made in developing the role of the governors in terms of monitoring the work of the school and evaluating the success of their decisions. The school is well placed to continue its improvement.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	N/A	N/A	<i>well above average</i>	A
Mathematics	N/A	N/A	<i>above average</i>	B
Science	N/A	N/A	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

Fewer than ten pupils undertook the National Curriculum tests, so grades in the table above are omitted as an unreliable indicator of standards because of possible wide variations in results. Inspection judgements are that by the end of Key Stage 2, standards in English and mathematics are average. Standards in spelling and the presentation of pupils' work are not always satisfactory. In science, standards are average, but there is less emphasis on experimental and investigative work.

In information technology, pupils' attainments are below national expectations because of a lack of planned opportunity. In the other subjects of art, geography, history, music and physical education, pupils' performance is overall in line with expectations, despite some inconsistencies in work provided. In design and technology because of the school's planning arrangements there was insufficient evidence to make a judgement. By five years of age, children meet expectations across the range of their work.

Farway Primary School is voluntary aided and therefore the inspection of religious education and collective worship was carried out by an inspector approved by the diocese and appointed by the governing body. This report appears under separate cover.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Satisfactory
Science	N/A	Satisfactory	Satisfactory
Information technology	N/A	Satisfactory	Satisfactory
Religious education	N/A	N/A	N/A
Other subjects	Satisfactory	Satisfactory	Satisfactory

Observed teaching was satisfactory or better in just over 95 per cent of lessons. In 59 per cent of lessons, teaching was good and in just over 36 per cent, it was satisfactory. Teaching in English and mathematics accounts for much of the good percentage recorded and impacts particularly well on pupils' progress in reading and work using number skills. In the overall satisfactory science profile, teaching was good in the two lessons seen. In information technology, teachers are less secure in their subject knowledge. Teachers make good use of their skills by teaching subjects in both key stages. Marking of pupils' work is not always consistent in providing comments to move learning forward. The satisfactory profile for other subjects contains a proportion of good lessons. For children under five, the quality of teaching in both science and information technology is included

under other subjects.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

Other aspects of the school

Aspect	Comment
Behaviour	Consistently good in and out of class.
Attendance	Good: above the national average.
Ethos*	Good. Pupils work well together in groups: improved since the last inspection. Relationships are good and the school creates a positive family atmosphere.
Leadership and management	Good overall. The headteacher gives good leadership and clear educational direction. Governors provide effective support and are involved fully in school improvement and monitoring.
Curriculum	Satisfactory overall. Broad but lacks some balance. Insufficient opportunities for information technology and some deficiencies in planning for science and other subjects: some lack of challenge. Literacy and numeracy are strongly promoted. Assessment is effective for English and mathematics, but insufficiently developed for other subjects. Good range of extra-curricular activities provided.
Pupils with special educational needs	Well managed with good provision and support. The percentage of pupils on the school's register of special educational needs is high.
Spiritual, moral, social & cultural development	Satisfactory overall. Provides a good moral framework and social opportunities, but less well planned for spiritual and cultural diversity in the curriculum.
Staffing, resources and accommodation	Satisfactory overall. Effective use of non-teaching staff. Appropriate resources. Adequate accommodation, with good development of the school house. Limited safety procedures when using the local football field for physical education lessons.
Value for money	Satisfactory: improved since the last inspection.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none">• The school encourages parents to take an active part in its life. <p>Staff are welcoming and approachable.</p> <p>A clear picture is given of what is taught.</p> <p>They are kept well informed about their children's progress.</p> <p>The range of extra-curricular activities and homework provided.</p> <p>The school promotes positive values, attitudes and standards of behaviour.</p> <p>Their children enjoy going to school.</p>	<p>The lack of formal supervision in the before the school day starts.</p>

Ten parents attended the meeting with the registered inspector prior to the inspection and 16 questionnaires were returned. From information gathered through the parents' questionnaire and the parents' meeting it is clear that there is much strong support for the work of the school. Inspection findings support fully the positive views of parents. Parents expressed concern about there being no formal supervision for pupils using the school bus and arriving early to school.

KEY ISSUES FOR ACTION

In order to improve the school still further, the governors, headteacher and staff should prioritise using its school improvement plan and address the following issues:

- **Improve** standards in information technology by:-
 - Ensuring that all pupils have regular opportunities to work on required elements;
(Paragraphs: 14, 15, 16, 17, 18, 20, 27, 36, 63, 68, 77, 122, 125, 128.)
 - Identifying more clearly its use when planning for other subjects, particularly data handling and use of stored information;
(Paragraphs: 16, 27, 107, 119, 124, 128, 134, 142, 147.)
 - Making greater use to support and extend work in literacy and numeracy;
(Paragraphs: 14, 27, 94, 107, 128.)
 - Increasing teachers' confidence in using information technology, and monitor progress.
(Paragraphs: 26, 27, 63, 71, 127, 128, 129.)

- **Improve** spelling and the presentation of writing, and recorded work in mathematics and science, particularly for pupils in Key Stage 2 by:-
 - Raising standards in spelling and presentation through consistent application of the relevant policies;
(Paragraphs: 16, 20, 34, 96, 98.)
 - Improving transfer of skills from practice to everyday writing;
(Paragraphs: 18, 94, 95.)
 - Ensuring the correct tools are used when drawing charts and diagrams;
(Paragraphs: 21, 103, 118.)
 - Applying a consistent diagnostic approach to marking of work and in setting targets for individual improvement.
(Paragraphs: 34, 63, 98.)

- **Improve** consistency in lesson planning in science, and the other subjects of the curriculum (other than the core), using the schemes of work as guidance, to build on pupils' previous learning by:-
 - Reviewing the time allocation given to these subjects, particularly the non-core subject of design and technology;
(Paragraphs: 17, 18, 37, 63, 119, 138.)
 - Extending the use of experimental and investigative work in science;
(Paragraphs: 16, 37, 113, 118.)
 - Ensuring appropriate coverage of the skills and knowledge for each subject;

(Paragraphs: 18, 31, 37, 40, 133, 136, 150, 155.)

- Providing appropriate challenge for pupils of all abilities and those capable of higher attainment;

(Paragraphs: 18, 28, 31, 39, 40, 71, 114.)

- Extending teachers' knowledge and understanding of experimental and investigative work.

(Paragraphs: 26, 63, 71, 118, 121.)

- **Extend** the use of assessment to all subjects by:-

- Improving assessment procedures for information technology, science and for the other non-core subjects of the curriculum;

(Paragraphs: 43,44,119,128,134,139, 147, 151.)

- Making greater use of assessment information when planning lessons.

(Paragraphs: 34, 43, 44, 52, 63, 119, 128, 139, 147, 151.)

- **Address** the risks to the health and safety of pupils arriving early by bus and when using the local football field by:-

- Reviewing the policy on early morning supervision;

(Paragraphs: 56, 58, 69.)

- Considering ways to increase the number of adults accompanying classes to the football field and developing a system for summoning assistance in an emergency.

(Paragraphs: 56, 156.)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

Ensuring that the governors' annual report to parents contains all elements to meet statutory requirements.

(Paragraph: 68.)

Ensuring the consistent application of a policy with regard to jewellery, watches and shoes during physical education lessons.

(Paragraph: 156.)

Ratifying the child protection procedures used, in a policy statement.

(Paragraph: 55.)

Clarifying the reporting of pupils' attendance in reports to parents.

(Paragraph: 58.)

Extending, as proposed, in the subjects of the curriculum, planned opportunities to develop pupils' spiritual awareness and knowledge of the wider cultural diversity, in a multicultural society.

(Paragraphs: 46, 49, 50.)

Extending the planning format for the under fives to include all the desirable areas of learning and provide a policy.

(Paragraphs: 29, 36, 63, 87.)

INTRODUCTION

Characteristics of the school

1. Farway Church of England (Voluntary Aided) Primary School is a small rural school situated near the church within the village of Farway. The school, founded in 1795 and built in 1835, is housed in a single storey building attached to the old school house, which now provides extra teaching space and a staffroom. Improvements have been made to the school buildings over the years, including the addition of an extra classroom on site which is used as an assembly hall and by the local under fives group. Currently there are 35 pupils on roll, (15 boys and 21 girls), aged from four to eleven, taught in two mixed aged classes covering Key Stage 1 and Key Stage 2, from Year R to Year 6. At the time of the inspection, two children aged under five were being taught part time in the Key Stage 1 class. In the term prior to the inspection, one child aged under five was being taught in this class. Children under five are admitted part time in the term prior to their fifth birthday in accordance with local education authority recommendations. The average class size in the school is 17.5.

2. The majority of pupils come from the immediate area, but approximately a third of pupils come to school by bus. Families live mainly in private accommodation, but about a third is rented. Pupils come from a broad mix of social backgrounds. The majority of pupils have had pre-school experience before starting in the Key Stage 1 class. Parents are involved in varied employment, being both manual and professional, and levels of unemployment are relatively low. There is a wide range of attainment at entry, but for many it is below average, for some it is average and for others its above average.

3. Sixteen pupils are on the school's register of special educational needs, which represents 45 per cent of the school's roll and is high in comparison to the national average. Of these, 16 pupils are at Stage 2 and above and one pupil has a formal statement under the terms of the Department for Education and Employment's Code of Practice for special educational needs. 17 per cent of pupils are entitled to free schools meals, which is broadly in line with the national average. Very few pupils come from minority ethnic groups and none have English as a second language.

4. The school was first inspected in April 1996. The present headteacher was appointed in September 1995 and with the governors and staff, has continued to implement the action plan to address the five key issues from that inspection.

5. The school's main aim is: "To provide a welcoming and happy place where children can learn in a secure and stimulating environment". The school seeks to provide a curriculum which teaches Christian, moral and spiritual values and respect. It aims to set high standards for teaching and learning with pupils developing enquiring minds and acquiring knowledge and skills. The school is committed to nourishing pupils' social and emotional development and to giving opportunities to take responsibility. It aims to develop in pupils an understanding of the world.

6. Priorities from the current school improvement plan are to:-

Increase the monitoring of teaching and learning.

Raise standards in spelling.

Raise standards in mathematics.

Raise standards and increase provision in information and communication technology.

Implementation of a new scheme of work for religious education and collective worship.

7. Future targets identified by the school are to:-

Provide more detailed planning in the other subjects, non-core.

Continue use of the Reading Recovery programme for pupils with special educational needs.

Extend Early Years' provision through a nursery class.

Implement new planning procedures for cross curriculum dimensions.

8.

Key indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	N/A	N/A	N/A

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	N/A	N/A	N/A

The percentage of pupils gaining Level 2 or above at Key Stage 1, and Level 4 or above at Key Stage 2 are not reproduced due to the low number of eligible pupils, being under the required ten.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised Absence	School	%
		National comparative data	5.43
	Unauthorised Absence	School	5.6
		National comparative data	0
		National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	0
	Satisfactory or better	95.45
	Less than satisfactory	4.55

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

9. Attainment at entry shows wide variations and ranges from below average to average with some above. Overall, children recently turned five in Year R attain the standards expected for this age group in the six areas of learning as identified in the Qualifications and Curriculum Authority document 'Desirable Outcomes for Children's Learning'. These areas of learning are language and literacy, mathematics, knowledge and understanding of the world, creative and physical development and social and personal development. Children are emerging as sound readers and writers. They use a range of simple mathematical language satisfactorily such as when measuring. They are developing their scientific and investigative skills: for example sorting objects and explaining similarities and differences. In their creative development, children are making satisfactory progress in singing, in playing musical instruments and in drawing and painting. Their physical development is progressing satisfactorily.

10. The small cohorts of pupils at Key Stages 1 and 2 taking the National Curriculum assessments makes the results an unreliable indicator of standards or of comparison between years as often wide variations are shown.

11. At Key Stage 1, the school's 1998 National Curriculum assessments for Year 2 pupils show the percentage attaining the expected Level 2 to be very high in reading, writing, mathematics and science. For Year 2 pupils attaining the higher level, Level 3, results remained high in reading. At Key Stage 2, the results for Year 6 pupils, at the expected Level 4 were very high in English and science, but well below average in mathematics.

12. In comparison with similar schools, the 1998 test results were very high for Year 2 pupils at the expected Level 2 in reading, writing, mathematics and science, and remained so at Level 3 in reading. In Year 6, the expected Level 4, results for pupils were very high in English and science, but very low in mathematics.

13. At the time of this inspection, there were no national comparisons for 1999 National Curriculum assessments, but indications are that results are broadly the same with some improvement in mathematics in Key Stage 1 and English at Key Stage 2 at the higher levels. A key target of the school is to raise attainment at the higher levels, Levels 3 and 5.

14. Inspection findings are that across the school, by the end of both Key Stages 1 and 2, attainment for the majority of pupils is average in English, speaking and listening, reading and writing, mathematics and science. However, in information technology pupils' attainments are below national expectations as insufficient opportunities are given to them to work on all the required elements. Some computer work is linked to literacy and numeracy, but this is limited.

15. By the end of Key Stage 1, pupils use their speaking and listening skills well, particularly in class discussions: for example in circle time lessons. Pupils can read a range of books and explain their likes. Pupils write stories and simple accounts, often for history. In mathematics, pupils are competent in using mental skills. In science, pupils have a sound understanding of sorting and classifying materials. Pupils use of information technology is

underemphasised. However, most know some simple operations and keyboard skills and can control the mouse, but they have less knowledge of other elements.

16. By the end of Key Stage 2, pupils are confident when speaking in front of the class, they listen to each other well. Many pupils read with fluency and make good gains when reading as part of a group during the literacy hour. Pupils write for a range of purposes, however, presentation of their written work in English and recorded work in mathematics and science is variable and not always satisfactory. Policies relating to marking and the presentation of pupils' work are not always applied consistently by teachers and this affects standards. In science, pupils' knowledge is sound, but they are less confident with experimental and investigative work. In information technology, pupils can word process but their ability to input and extract stored information is limited. In information technology, insufficient time is given to control and modelling work and this affects pupils' attainments.

17. By the end of Key Stage 1, pupils make satisfactory progress in English, mathematics and science. Work in literacy and numeracy is having a positive impact on pupils' progress, particularly in reading and number skills. Pupils make some satisfactory progress in word processing using computers, but insufficient time is given to information technology. Pupils make satisfactory progress in art, geography, history, music and physical education. In design and technology, progress is satisfactory for the youngest children, but there is insufficient evidence to make a judgement for those in Key Stage 1 as the subject is taught mainly in one block of time.

18. By the end of Key Stage 2, pupils make satisfactory progress in English, mathematics and science. However, some pupils have difficulty in the transfer of their formal writing skills into their everyday work. Pupils benefit from the pace and detailed planning of lessons in literacy and numeracy lessons. They are making some good progress in reading and developing confidence in using their mental arithmetic skills. However, evidence indicates that in science pupils capable of higher attainment are insufficiently challenged at times. Pupils' progress in information technology is unsatisfactory due to lack of time given to the all the elements of the subject, apart from word processing. Pupils make satisfactory progress in art, geography and physical education. Their progress in history and music is satisfactory overall, although when work set is too narrow in relation to the skills and knowledge expected this is limited. Due to insufficient evidence collated over time it was not possible to judge the progress made by pupils in design and technology.

19. The school has a high percentage of pupils with special educational needs, but they are well supported in their learning. Many pupils make good progress, particularly in literacy and numeracy work to achieve appropriate standards in relation to their abilities.

20. Since the last inspection, pupils' attainment in English has improved. However, pupils' spelling, presentation of written work and recorded work in mathematics and science is inconsistent, especially at Key Stage 2. Standards in information technology have not improved sufficiently to match the higher status of the subject. Pupils' progress in geography and physical education has improved.

Attitudes, behaviour and personal development

21. Pupils, including children just turned five, show good attitudes to their work. This represents an improvement on the satisfactory position reported at the time of the previous inspection. Pupils' responses to lessons are good. Pupils are attentive and remain focused on tasks. They show enthusiasm and are keen to respond to teachers' questioning. They have the confidence to generate their own ideas and offer opinions. Pupils are able to work

individually when required or to work co-operatively in pairs or groups. Their inability to work in groups, particularly at Key Stage 2, was criticised at the last inspection. Pupils' co-operative attitudes in class make a significant contribution to their learning. The presentation of pupils' written work, however, is variable in quality. Some written work, particularly at Key Stage 2, in English is untidy and undated and in mathematics and science, charts and graphs have been frequently made without the benefit of a ruler. Teachers' marking does not consistently point out such shortcomings.

22. Behaviour is good, as was the case at the time of the last inspection. Pupils know the school's routines and follow them without the need for reminders. Pupils, including those in Year R, move about the school in an orderly fashion. They are open, friendly and polite to visitors and co-operate well with classroom assistants, lunchtime supervisors and parent helpers. Their behaviour at lunch is pleasant and sociable. In the playground, play is lively but considerate. There is very little evidence of challenging or unacceptable behaviour. School resources are handled with care and the premises are free of litter and graffiti. There have been no exclusions over the preceding twelve months.

23. Relationships are good, as was reported in the previous inspection. Because of its small size and the closely-knit community it serves, the school has a good family atmosphere. Pupils of all ages, including those in Year R, and both sexes, mix and play well together. Parents at the pre-inspection meeting commented favourably on the quality of children's relationships with each other. Teachers treat pupils with respect. Their views are valued and listened to, and, therefore, the majority of pupils respond accordingly. The very few pupils of an ethnic minority background and pupils with special educational needs are integrated fully into the life of the school.

24. Pupils' personal development is good. The school's policy of giving pupils responsibilities contributes considerably to the maturity of their approach to school issues. Pupils are members of a consultative school council and one Year 5 and one Year 6 pupil serve as counsellors, to deal, for example, with minor disputes between younger pupils. Year 6 pupils attend a useful Life Skills training session. Older pupils take first aid courses. Pupils carry out a wide range of duties in school, including acting as librarians, clearing up after lunch, helping to keep the school garden tidy, and under supervision, answering the telephone and using the fax and photocopier. Pupils take some responsibility for learning by being involved in setting their own targets, in consultation with teachers. They accept responsibility for their own actions by making apologetic entries in the 'sorry' book when they have transgressed and they express appreciation for others by writing in the school's 'thank you' book.

Attendance

25. Pupil attendance, at 94.6 per cent is good, as was the case at the time of the last inspection. There has been no unauthorised absence over the preceding year. Pupils arrive punctually for school and lessons make a prompt start. Registration is carried out efficiently and, on occasions, in a novel fashion: for example with pupils responding in French. Registers are properly completed and maintained.

QUALITY OF EDUCATION PROVIDED

Teaching

26. Teaching was satisfactory or better in just over 95 per cent of lessons. In 59 per cent of lessons teaching was good, in just over 36 per cent it was satisfactory. Unsatisfactory teaching accounted for only slightly over four per cent, being one lesson. Good teaching was found particularly in literacy and numeracy lessons. For some subjects, teachers teach across both key stages and this is an overall successful use of their expertise; although, inspection evidence indicates some lack of confidence in teaching a more experimental and investigative approach to science. Teachers and classroom assistants work well as a team.

27. Teaching has improved since the last inspection. Then 22 per cent of teaching was less than satisfactory. Insufficient emphasis was placed on developing pupils' speaking and listen skills. Now teachers place good emphasis on providing pupils with opportunities to talk about and share their knowledge and opinions in lessons. The teaching of skills in information technology was underdeveloped, and although this has improved it is still so. Teachers now make some suitable use of information technology for word processing, but it is less well used in mathematics, numeracy, and science and other subjects. There is some lack of confidence in teaching the controlling and modelling elements of the subject.

28. With the exception of literacy and numeracy, the quality of teachers' lesson planning is variable and ranges from giving limited information to providing enough detail for all abilities. Overall, teachers have sufficient knowledge of what is to be taught, but this is not always planned well on paper to match the different abilities in each lesson. This can lead to some planned lack of challenge for pupils of all abilities and those capable of higher attainment, particularly in science. In literacy and numeracy there is consistent detailed planning, using the format of the national strategies, from lesson to lesson giving clear progression across the school. In literacy work teachers promote pupils' reading and writing skills well. In numeracy, a well planned practical approach to number work, targeted to all abilities, is improving pupils' ability to solve problems. Teaching in literacy and numeracy is impacting well on challenging pupils and improving their attainment and progress.

29. The quality of teaching for those children now aged five in the Year R and Key Stage 1 class was never less than satisfactory and good in most lessons. Not all planning is based on the Desirable Learning Outcomes, but provision is appropriate for children of this age and links well to the early stages of the National Curriculum. Appropriate practical experiences are provided. A strong emphasis is placed on developing children's social and personal skills.

30. At Key Stage 1, observed teaching was good in three-quarters of lessons seen and satisfactory in the remainder. At Key Stage 2, teaching was good in half of the lessons seen and satisfactory in most of the remainder, with only one unsatisfactory observation. Much of the good teaching was linked to literacy and numeracy work and to some lessons in other subjects: for example a physical education lesson in Key Stage 2 which lead to good progress in developing pupils' ball skills. At both key stages, in circle time lessons teachers provide satisfactory opportunities for pupils to take part in role-play and to extend speaking and listening skills through discussions.

31. In the good lessons, work planned provided challenge, interest and variety. Learning objectives were clear and matched suitably to the needs of the wide range of abilities. Progress in these lessons was often good and teachers extended pupils' learning through interesting, practical activities: for example in the two observed science lessons. Staff drew pupils together during these lessons to talk about their work and this consolidated and

extended learning. When teaching was satisfactory, the planned range of activities provided for pupils was narrow, with fewer opportunities to challenge or extend learning of knowledge or use of skills. In the one unsatisfactory lesson, insufficient planned and appropriate challenge resulted in a lack of progress.

32. Pupils with special educational needs receive good teaching in targeted work. Pupils are well provided for in and out of their classes with appropriate planning identifying their needs. Teaching using the Reading Recovery programme and individual computer reading program was good.

33. Pupils are well managed and discipline is good throughout the school. In most instances, teachers used resources well to support their lessons. Pupils are taught to look after artefacts and equipment. They are given some good opportunities to be independent and to take responsibility: for example during group work as part of literacy and numeracy lessons.

34. There is a recently revised marking policy which sets out procedures for marking pupils' work. Although pupils' work is marked, past work samples indicate that there is often a lack of diagnostic or informative comment to challenge learning further. Pupils' work samples show that insufficient attention has been given to improving the standard in presentation of pupils' written work in English or to the recording of work in mathematics and in science, particularly for older pupils. However, during the inspection, some improvements in the presentation of pupils' work were noted. Teachers assess pupils' work informally on a day to day basis, but overall insufficient use is made of this information, other than in literacy and numeracy. Marking of pupils' work and the use of day to day assessment were both commented on as requiring development in the last inspection report.

35. Homework, in the form of reading, spellings and English research, and in mathematics multiplication tables work, is used appropriately by teachers to enhance learning and is managed satisfactorily. Pupils enjoy taking their reading and library books home.

The curriculum and assessment

36. Evidence indicates that the curriculum provided for children under five satisfactorily covers the Desirable Learning Outcomes. Planning for these children in literacy and numeracy is relevant and combined well with that for pupils in Year R. For the other areas of learning planning for under fives is broadly included in that for pupils in Year R under subjects. There are strong links with the Farway Under Fives Group and this provides those older under fives entering school, on a part time basis, with a smooth transition. Children under five receive sound preparation for their start on the National Curriculum at five.

37. The curriculum meets statutory requirements for the subjects of the National Curriculum, with the exception of information technology, where not all required elements are addressed. Apart from this, the curriculum provided is broadly based. It is reasonably well balanced, but the time allowed for science and the method of delivery and lack of planning for design and technology cause some concern. The amount of work covered in science indicates that insufficient time is allocated to the subject. There appears to have been less emphasis given to experimental and investigative science. The delivery of design and technology in two weeks in the spring term causes concern as to whether pupils can make sufficient progress in developing and using the required skills, knowledge and understanding.

38. The school makes appropriate provision for literacy and numeracy, and is meeting the new requirements well. Personal, social and health education is covered adequately, with assistance from the local police liaison officer and the school nurse, although there is no formal programme. The health education programme includes an awareness of drugs that are helpful and harmful to us. Sex education is covered suitably according to the governors' policy. The curriculum supports pupils' physical, intellectual, emotional and social development and pupils have the confidence to discuss the issues raised. Religious education is taught according to the locally agreed syllabus and some French is taught in Key Stage 2. Homework is set regularly which has a positive impact on learning and home and school links. The school prepares pupils suitably for the next stage in their education.

39. The school meets the Code of Practice for pupils with special educational needs. Such pupils receive good support from teachers and classroom assistants, enabling them to make good progress. All pupils have good, equal access to the curriculum and most have equal opportunity to make optimum progress. On occasions, the level of work set means that those pupils capable of higher attainment do not have sufficient opportunity to reach their potential.

40. Subject policies are in place, although some need reviewing in the light of recent developments. There are schemes of work for all subjects. These ensure that pupils can build on prior learning in broad terms. Long term planning, through the school's curriculum map, is sound for most subjects and shows what is to be taught and when. However, there is insufficient detail in medium term plans. Short term planning, covering lessons, does not always clearly identify learning objectives or how these relate to the National Curriculum. There is often insufficient detail in planning for the range of abilities within the class, sometimes leading to limited progress, and a lack of challenge for higher attainers. Some good links between subjects are identified, giving cohesion to the curriculum.

41. Governors have increased their involvement with the curriculum a great deal since the last inspection. They each have subject responsibilities and report on the monitoring visits they make.

42. Governors organise a series of extra-curricular opportunities which arise from pupils' own ideas and interests. For example, there has been a pony club, a dog club, gardening club, first aid club, all running for half term blocks. A football club was run with a professional coach hired. These clubs are well supported, with about half the school attending. Visits and visitors to the school provide valuable first hand experiences, and are effective in adding to the breadth of the curriculum. For example, pupils visit Exeter museum and the local brick works, and visits have been made by a puppeteer and an Australian band.

43. Assessment procedures in English and mathematics are well developed and used effectively to help teachers to plan for literacy and numeracy. In other subjects, procedures are less well developed. Insufficient records are available to indicate pupils' progress or to help teachers to know what to teach next. This has a negative impact on pupils' ability to make greater progress. Pupils' records of achievement files only contain work for English and mathematics. The quality of school reports is generally satisfactory, but some non-core subjects have little information on attainment. Targets are set and pupils make their own contribution and comments towards these. The use of assessment information to help shape teachers' lesson plans is underdeveloped. Marking throughout is variable. Sometimes it is constructive and helps pupils understand what they need to do to improve. On other occasions, a tick is given, even for less than satisfactory work.

44. Since the last inspection, considerable progress has been made in many areas. The curriculum for the under fives has developed effectively to meet their needs. Information technology has developed a good deal, but has not kept pace with national developments, and statutory requirements are still not met. An appropriate curriculum for geography is taught and the requirements for physical education are now met. Enquiry skills in science are beginning to be developed appropriately. Lesson planning takes more account of what has been taught before, but there is still insufficient assessment and use of information for record keeping to help teachers with their planning. With the exception of English and mathematics, systems for assessing pupils' attainment in science, information technology and other subjects, and their use are still unsatisfactory.

Pupils spiritual, moral, social and cultural development

45. The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. This provision, particularly for the moral and social aspects, makes an important contribution to the quality of the learning and standards achieved. Work to increase and extend further planned opportunities for spiritual and wider cultural links is a target for school development.

46. Provision for the spiritual development of pupils is satisfactory. There are opportunities for pupils to reflect on their experiences in assemblies and in, and at the end of, some lessons. These opportunities help to raise pupils' levels of spiritual awareness. The work of some artists and composers is considered and helps pupils to think about the wonders of the world, although opportunities to develop these further are often missed or insufficiently planned for.

47. Provision for the moral development of pupils is good. There is a moral code based on an ethos that promotes courtesy, politeness and consideration. Pupils are taught the difference between right and wrong, often through discussion of events that have happened in school. Pupils helped to develop their own rules which are displayed in their classrooms. The provision of small equipment for pupils to play with at lunchtime has a good impact on their behaviour. Pupils respect the environment: for example the way they look after displays of artefacts and the small garden area.

48. Provision for the social development of pupils is good. This starts with the youngest children who have opportunities to mix with older pupils. Good social provision in the early years is effective in helping pupils to become independent. Relationships throughout the school are good. Co-operation is encouraged, and pupils work well in partner or group situations. There is a school's council, which enables pupils to put their views forward and is an effective way of giving them responsibility. Older pupils' social development is enhanced by being given opportunities to take on a variety of responsibilities, ranging from keeping the games shed tidy to answering the telephone or sending fax messages. Pupils are helped to develop a sense of fair play through competitive games within the school and against other schools. After school clubs and residential visits give pupils opportunities to work and play together and make a significant contribution to pupils' social development. Pupils take part in a number of community events, such as singing to senior citizens and raising money for charities.

49. Provision for cultural development is satisfactory. Opportunities for appreciation of pupils' own cultural traditions are provided in the curriculum and through extra-curricular activities. Visits are made to museums and local places of interest, and visitors come to school to give first hand experiences. In subjects, such as music, physical education and

art, some opportunities are provided to appreciate the work of different composers, artists and types of dance, but these are often insufficiently developed. Pupils are helped to recognise the richness and wider diversity of other cultures by links with Kenya and India, although multicultural aspects are underemphasised.

50. Opportunities for reflection have improved considerably since the last inspection, and pupils' interaction with visitors is good. Pupils have good opportunities to show initiative and exercise responsibility, although this could be extended in some lessons. However, their knowledge and understanding of other cultural traditions is still limited.

Support, guidance and pupils welfare

51. The school's arrangements for supporting and guiding pupils and promoting their welfare are satisfactory overall, as was the case at the time of the last inspection.

52. Overall, there are satisfactory arrangements for monitoring pupils' academic progress and personal development. Suitable records are kept of pupils' achievement in mathematics and English, but records of progress in other subjects are limited. However, all records are used effectively to provide pupils with the support necessary for them to cope with day to day life at school. The good relationships between staff and pupils are central to the quality of support pupils are given. Teachers know pupils as individuals very well and much of the support provided is informal. The school offers pupils many good opportunities for personal development and in such a small community, it is obvious to staff how those opportunities are handled by pupils. Circle time sessions and personal and social education lessons contribute to pupils' personal development by enabling them to discuss matters such as relationships and bullying. Sex education, drugs awareness and healthy living are dealt with appropriately. Pupils with special educational needs receive good support both in class and with one-to-one help for subjects such as literacy. Full use is made of the expertise of outside specialists such as educational psychologists, audiologists, and when appropriate, the behaviour support team.

53. Procedures for monitoring and promoting discipline and good behaviour are good. Both pupils and parents were consulted over the behaviour policy and its operation has been monitored by the governing body. In keeping with the school's ethos, the behaviour policy promotes positive behaviour with rewards for both conduct and effort. Pupils have been involved with teachers in drawing up a separate set of rules for playground behaviour. All staff implement the behaviour policy with consistency. Although instances of bullying are uncommon, the school has appropriate procedures in place for dealing with any incidents that occur.

54. There are effective formal procedures for monitoring and promoting good attendance. Parents are well aware of the school's requirements regarding notification of absence and punctual arrival at school. Registers are properly maintained and regularly examined. The headteacher and staff follow up any concerns promptly. Good attendance is promoted further by the community's wholehearted support and the fact that the school is one which children are happy to attend. The services of an education welfare officer are available, but seldom required. There is little incidence of family holidays being taken in term time.

55. Procedures for child protection and for promoting pupils' wellbeing and health and safety are less than satisfactory overall. There are appropriate and satisfactory procedures for child protection. The headteacher is the designated person and other staff are aware of any issues. The school follows local authority procedures for child protection, but the

governing body has not ratified this as part of its own child protection policy. There are suitable arrangements for liaison with other statutory authorities. There are effective procedures for looking after pupils' medical needs; two staff members are trained in the administration of first aid, the school is prepared to administer medicines and asthmatic pupils may keep inhalers with them. Parents are notified of any accidents, including those involving bumps to the head. Health and safety is the responsibility of the premises committee of the governing body. The premises are inspected twice a term. Arrangements are in place for making assessments of any risks to health and safety. There are contracts for the regular safety inspection of fire equipment, electrical equipment and physical education apparatus. The fire alarm is tested and regular fire drills, involving the under fives group, are held.

56. However, there are two areas of concern to pupils' health and safety. Key Stage 2 pupils use a local football field for outdoor physical education lessons. To reach this football field, only one adult, a teacher, escorts twenty pupils at least half a mile along a narrow road and for the duration of the lesson, that teacher has no way of summoning assistance in the event of an accident. Pupils are well used to the procedure and behave with commendable responsibility but the situation is clearly potentially hazardous. Secondly, fourteen pupils are delivered by a school bus (shared with the secondary school in the nearby town of Honiton) to school at between eight twenty-five and eight thirty each morning. The school's policy is to assume formal responsibility for them at eight forty-five. For fifteen to twenty minutes, therefore, fourteen pupils are on the premises, usually using the playground, without formal arrangements for their supervision. Parents at the pre-inspection meeting expressed their concern regarding this situation.

Partnership with parents and the community

57. Partnership with parents and the community is good and one of the strengths of the school. This area has shown a considerable improvement over the situation noted at the time of the last inspection.

58. Information for parents is good. Before children start school, parents are visited at home by the Year R and Key Stage 1 class teacher. The school provides an informative, readable prospectus, annual report and weekly newsletters, numbered, and always issued on a Friday. Newsletters are written in chatty parent-friendly language and often include contributions from pupils. Parents are given advance notification of the topics their children will be studying. There are two formal opportunities a year for parents to meet teachers together with occasional Open Days. Parents have been invited to attend school to observe a literacy hour in progress. Parents spoken to before and during the inspection expressed much satisfaction with staff's accessibility. They feel able to approach teachers at any time with their concerns. However, some concern was expressed about the lack of supervision for bussed pupils before the school day starts. Pupils' annual reports, described by the previous inspection report as unsatisfactory, are improved. They include targets, determined by each pupil, for future improvement and pupils' own views of the year. There is provision for parental comment. Attainment, however, is reported in descriptive rather than evaluative terms. Parents of pupils with special educational needs are satisfactorily involved in their reviews. Whilst pupils' reports do contain an attendance record, it is judgmental rather than statistical, it is described as 'very good' rather than expressed as a percentage of actual

attendance.

59. The school's efforts to involve parents in their children's learning are good. Parents are welcome at school events such as drama performances, sports day, special church services and the school's science week. Parent volunteers work in school, helping with subjects such as reading, cookery and art. They help supervise swimming in the school's own small outdoor pool, which is unheated and only useable in high summer. Parents run a number of after school clubs and help with transport to sporting events and on school visits. School policies, such as the behaviour policy, the school improvement plan and the draft home and school agreement, are sent to parents for comment. Parental involvement in children's work is actively sought through home and school reading records, homework books and spelling books, which parents are asked to sign to show that their child has learned the spellings. The funds raised by the Parent and Teacher and Friends Association are used to the benefit of pupils' learning: for example in contributing to the cost of pupils' visits to an indoor swimming pool in a nearby leisure centre. The headteacher attends Parent and Teacher and Friends Association meetings. Members of the association are valued as part of the school community.

60. The school's links with the community, both local and wider, are good and contribute significantly to the enrichment of pupils' learning. The school is central to its small rural community, consisting of two parishes and a number of scattered farmsteads. Pupils attend church for all the major Christian festivals and frequently add to the service with drama performances: for example at Harvest Festival, and at Christmas. A local actor helps pupils with their performances. Pupils themselves take a prominent part in putting the services together, thus helping to develop their self-confidence. At Christmastime, pupils entertain local senior citizens at lunch in the parish hall, thus helping to develop a sense of citizenship. Pupils' awareness of the needs of others is enhanced by their work in organising charity collections for organisations such as Help The Aged and Children In Need. Good use is made of the locality as a learning resource, particularly in support of geography and history. Pupils visit the cathedral and museum at Exeter and make use of the beaches at nearby Sidmouth. A recent visit from a speaker from the Centre for Sustainable Energy helped promote pupils' environmental awareness. Visits from speakers talking about Africa; drama groups; and an Australian musical group have increased pupils' knowledge of the wider world.

61. There are good links with other stages of education. Both the village mother and toddler group and the Farway Under Fives group, use the school premises. The under fives leader and the Year R and Key Stage 1 class teacher meet regularly to discuss the shared aspects of the under fives' curriculum. The majority of pupils leaving at the end of Year 6 transfer to a comprehensive school in nearby Honiton. Suitable preparations for the move start in Year 5 and continue through Year 6, with familiarisation visits to the comprehensive school. The school's newsletters celebrate the secondary school successes of former pupils. Liaison arrangements are in place to assist those parents who wish to enter their children for admission to a nearby selective school.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

62. The present headteacher has been in post since September 1995, two terms before the last inspection, and, together with governors and staff, has taken the school forward

from its position in April 1996. The headteacher provides good leadership and a clear educational direction for the school. Governors provide effective support and are involved fully in school improvements. Together the headteacher, governing body and staff provide good teamwork. The headteacher and two other teachers share subject, curriculum and management responsibilities between them. These they carry out in a conscientious way, which contributes to standards, particularly in English and mathematics. Since the last inspection the teaching staff has changed, but the school's policies and schemes of work have ensured continuity in overall provision.

63. School improvement has moved forward satisfactorily overall since the previous inspection to address the five key issues identified. Standards in English have risen from unsatisfactory to being in line with the national average throughout. In information technology, although some progress has been made, in word processing, insufficient time is still allocated to the subject. Standards, particularly in the control and modelling elements, are below expectations. Teaching has improved considerably, with some effective use of teachers' expertise in subjects used across both key stages. There is still some lack of subject knowledge in information technology and aspects of other subjects, such as experimental and investigative work in science. Teachers' use of assessment has improved for English and mathematics, but its use in supporting lesson planning is variable for some subjects and marking is less well developed. The curriculum has improved with geography and physical education now meeting requirements and the needs of children under five are suitably addressed. There is no policy for the youngest children and teachers' lesson planning does not always identify their work. In the curriculum, there is much strength in the provision for English and mathematics, but the time given to information technology is insufficient. There appears a lack of balance for science and other subjects, in the time allocated. The management and monitoring role of the governors has developed well. There are good systems for the evaluation of governors' decision making and the impact these have on improving standards. The school is well placed to continue its improvements, guided by its development plan and the targets set.

64. The monitoring of the subjects of the curriculum suitably involves the headteacher, teachers and governors. The headteacher monitors teaching overall and leads by good example. Much has been achieved in the ongoing review of policies and the provision of appropriate schemes of work for subjects. Co-ordinators cover the monitoring of their subjects in classes when they are on focus in the school improvement plan. A good feature of monitoring arrangements is that teachers happily observe each other teach: for example in literacy and numeracy lessons.

65. Special educational needs is well managed with good provision. The requirements of the Code of Practice are met for those pupils identified as having special needs. All pupils receive a good integrated education with a strong focus on literacy work. Parents are involved suitably in setting targets. The special educational needs co-ordinator, the headteacher, has good knowledge and oversight of the work taking place. The use of the Reading Recovery programme and an interactive computer program is an effective part of provision. The policy for special educational needs gives appropriate guidance on current practice. Statutory requirements for annual reviews are met.

66. The school's improvement plan is comprehensive and identifies a range of targets for development over the short and long term. The headteacher, staff, governors and parents are all involved in planning school improvement. The plan is a good working document and provides a useful strategic management tool. Plans are costed in broad terms, a person responsible is named and timescales for completion of identified targets are given. Progress in subjects is analysed and targets set for improvement. Evaluation, as success criteria, is

being built into each target and involves the headteacher, staff and governors in assessing and discussing progress through committees. Monitoring reports on progress are presented to governors by those responsible as part of their meetings. A sound start has been made on implementing the literacy hour and the introduction of the National Numeracy Strategy, from September 1999, is developing well.

67. The governing body is effective and very supportive of the school. Governors, through their committees on curriculum, finance and premises, have a good strategic overview and work well with the headteacher and staff to secure school improvements. Individual governors visit the two classes to monitor their subjects and they help in school and with many extra-curricular activities. They bring much expertise to the school: for example their knowledge of special needs and music. Governors join in training with the school staff.

68. Statutory requirements are met with the exception of information technology, which is insufficiently planned for, and two minor reporting items missing from the annual report to parents. These reporting items are a lack of reference to the allocated resources funding, for special needs for the past year and a fuller information statement is required on the progress of the school's action plan.

69. The school meets its aims well and these are reflected through the strong family atmosphere which is fostered. Targets for improvement are set. Parents appreciate the work of the school and are supportive of its aims and values. They are, however, concerned about the lack of formal supervision for pupils, bussed to school, between arriving and the start of the school's official supervision time. The governors, headteacher and staff have considered this difficult issue and the present policy is that parents should accept responsibility for their children before formal supervision starts at eight forty-five in the mornings.

70. Equal opportunities are addressed well. Staff ensure that all pupils feel equally valued. There is a sound policy and good equality of opportunity for all, observed in practice throughout the school. There is good support for pupils with special educational needs, and higher attaining pupils are provided with some suitable opportunities to reach their potential, particularly in literacy and numeracy.

Staffing, accommodation and learning resources

71. Overall, the school has a sufficient number of teachers, appropriately qualified for the age of pupils, including children under five. Liaison with the Farway Under Fives group leader and joint activities are effective in providing for under fives. There has been some lack of subject expertise in science and information technology, but a recent appointment is helping address the deficiency in science. Teachers have a good understanding of the needs of the majority of pupils, and this is having a positive impact on standards achieved. However, the needs of those capable of higher attainment are not always met sufficiently. Pupils with special educational needs benefit from the effective support provided by teachers and classroom assistants.

72. Routines are known by all and there are plans to put these together in a staff handbook, a school improvement plan target. Communication is good in this small school,

and induction procedures are appropriate. Appraisal and staff development are satisfactorily addressed. Support staff are suitably qualified and experienced and have a good range of skills, especially at helping pupils with learning difficulties. All non-teaching staff are used effectively and provide good support.

73. The accommodation has some limitations, but the school has worked well to overcome the deficiencies identified in the last inspection report. Improvements have been made to the old school house to provide more space and have enabled the mobile classroom to be used for dance and drama. The school uses the local football field and a sports hall in Honiton, so all physical education requirements are now met. The playground is small but adequate and the grassed areas are now used as a learning resource, particularly the pond and garden. The school has its own shallow swimming pool, which is used successfully by both pupils and the local community. There is a small, enclosed outdoor area for use by the youngest children.

74. Resources are generally satisfactory in quality, quantity and range, except for information technology, but new equipment is imminent. In music, percussion instruments are barely adequate, but are due to be improved. Resources for the under fives were inadequate in the last inspection, but are now satisfactory. Sharing some resources with the under fives group is an effective solution. There are sufficient books, materials and equipment, including provision for pupils with special educational needs. Good use is made of the Reading Recovery programme to support pupils in Years 1 and 2. Resources beyond the school are used well, including library loan and museum services, the local football field and sports hall. Effective use is made of visits and visitors to the school, including governors who help with music and after school clubs.

The efficiency of the school

75. The school benefits from sound financial planning to support its educational developments. Planning is linked to the school improvement plan, and is based on up to date information and careful projections. Governors are actively involved in setting the budget. Spending intentions are clear and all spending decisions are considered carefully. Once the budget is set, the finance committee meets regularly to monitor spending and the cost effectiveness of spending decisions. For example: careful consideration was given to providing extra administration hours to enable the headteacher to have more time for her management responsibilities. The grants the school receives for development and special educational needs are spent appropriately. There are a high number of pupils with special educational needs. The effective deployment of material resources and staffing enhances these pupils' access to the curriculum and their opportunities to make good progress.

76. Since the last inspection, the governors have greatly improved their role in monitoring and evaluating the education provided. They now have clear procedures for measuring the cost effectiveness of major spending decisions.

77. Teaching staff are deployed efficiently, and some good use is made of teachers' particular curriculum expertise to teach across both key stages: for example in science, physical education and music. This makes a positive contribution to the teaching of the curriculum. Effective use is made of classroom assistants. Good use is made of the accommodation to support pupils' learning. Groups of pupils frequently use small areas in the school. The school makes appropriate use of its learning resources except in the area

of information technology where the computers the school possesses are underused. Good use is made of resources outside the school to enhance the delivery of the curriculum: for example the use of the local football field, the sports hall in Honiton and the museum and library loan services.

78. The day to day administration of the school and its finances are carried out efficiently by the administrative officer, recently new in post. This enables the headteacher to make a significant contribution to the quality of teaching. Accounts are properly audited, and the recommendations of the latest auditors' report, June 1999, have been, or are in the process of being, acted upon. From the school's budget, governors have made suitable provision for a small contingency fund.

79. The school has a relatively high level of spending per pupil annually, but this reflects its income. At the last inspection value for money was considered unsatisfactory. However, with a high percentage of pupils with special educational needs, the school now achieves overall satisfactory levels of attainment and progress. Taking into account the wide range of attainment on entry, the improving educational standards, pupils' good attitudes, behaviour and personal development and the improved quality of teaching, the school now gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

80. Information, which includes baseline assessment, indicates that on entry many children achieve below average levels across a range of early learning skills, while others attain average levels and a few above that. At the time of the inspection, two children aged under five were being taught on a part time basis. Evidence from observations of pupils now aged five and scrutiny of past work indicates that children under five make a sound start to their education and that satisfactory progress is made. Children with special educational needs are well supported from entry and make good progress. A strong focus is given to teaching language and literacy and mathematics. Good links are made between literacy and other areas of work.

81. In their personal and social development, children's achievements by age five are as expected for this age. Children now five in Year R have progressed well in confidence and in understanding the routines of their classroom and school life. They join in group activities, share and work well with others. Children are friendly, enthusiastic and enjoy what they are doing. They concentrate for an appropriate length of time and are well motivated to complete their tasks. Children take part in assemblies and learn to sing hymns. They begin to reflect: for example about things that are 'special' to them.

82. In language and literacy, evidence indicates that by age five children make sound progress in developing skills in speaking and listening, reading and writing. Their achievements are satisfactory for this age. Children recently five in Year R contribute to discussions and talk about their work: for example when writing a sentence to go with their drawings. They listen well when asked questions by an adult. Children like looking at books and make satisfactory progress in developing their early reading skills. They can talk about pictures in books, pick out some letter sounds, count and recognise different colours. Children take home reading books to share with their parents. They make sound progress

in learning to form letters and many do so with reasonable accuracy. Children recognise and can write their own name and copy out simple words or sentences.

83. By age five, children make sound progress in mathematics and their achievements are satisfactory for this age. Children recently five have developed an appropriate understanding of numbers to ten and above and simple adding up and taking away. They learn about shapes and simple measurement: for example finding objects around their classroom 'longer' and 'shorter' than a straw. Learning is reinforced through suitable role-play opportunities in an area developed for this. Here children in Year R found a variety of 'kitchen' objects to measure.

84. In their knowledge and understanding of the world, children now aged five have made satisfactory progress and their achievements are sound. They undertake simple scientific investigations, such as sorting objects and describing similarities and differences. They enjoyed finding objects that would stick to small magnetic letters. In early history and geography work, children have found out how their homes and things around them have changed over time. Children in Year R studied and drew old flat irons and knew that these had to be heated up before use. Although not identified in lesson plans, opportunities for early design and technology work enable children to develop sound skills in cutting out and making. In information technology, some opportunities are provided for children to learn simple operations: for example using the mouse to move objects around the screen when playing number games.

85. Children now aged five have made sound progress in their creative development and their achievements are satisfactory. Children have opportunities to draw and paint. They make collages and draw objects. They enjoy playing in the role-play area: for example making imaginary phone calls to their friends. Children are confident when using musical instruments and can create their own loud or soft tunes. They sing songs and act out action rhymes.

86. By age five in their physical activities children have made sound progress and their achievements are as expected. They are provided with suitable opportunities for outdoor activities, such as taking part in games and physical education lessons. They learn to throw and catch balls. At playtimes, children use the playground with confidence, moving about with a growing awareness of space. Children show satisfactory control and co-ordination when using pencils, crayons and scissors. The school shares some resources, such as ride-on toys and bikes and small climbing equipment with the Farway Under Fives group.

87. The school has improved upon its provision since the last inspection. Assessment has been developed to give a more accurate picture of abilities at entry. A new role-play area has been provided and use of this is well planned into the youngest children's learning and supported by good adult interaction. There is no policy for Early Years' education or overview of planning which identifies clearly what is covered by under fives. Much of their work is covered in planning for Year R pupils, although it is appropriate for under fives needs. There are good working relationships and teamwork between teachers and classroom assistants. Good liaison exists between the early years' co-ordinator and the Farway Under Fives group.

ENGLISH, MATHEMATICS AND SCIENCE

English

88. National Curriculum assessments in 1998 for pupils in Year 2 showed very high results at the expected Level 2 in writing and in reading at both Level 2 and the higher Level 3. Results in English for pupils in Year 6 at the expected Level 4 were very high, but below average at the higher Level 5. When compared with similar schools, in Key Stage 1, pupils' results remain very high in reading at both Levels 2 and 3 with writing high at Level 2. At Key Stage 2, pupils' results are very high at Level 4. 1999 tests indicate similar results for Key Stage 1, but with some improvement at the higher level in Key Stage 2. However, there were no national comparisons available at the time of this inspection.

89. The small cohorts taking National Curriculum assessments provides considerable variation in results and reduces the reliability of comparisons between years. However, raising attainment at the higher levels, particularly in writing, is a target identified by the school for improvement.

90. Evidence from lesson observations and scrutiny of work shows attainment to be average for the majority of pupils at the end of both Key Stage 1 and Key Stage 2. Pupils' progress at both key stages is satisfactory, and in reading, it is often good. This is an improvement from the last inspection when attainment in all aspects of English was below expectations, except for reading at Key Stage 1, and progress was considered slow. The structured use of the literacy hour strategy is having a positive impact on improving pupils' attainment and progress.

91. Pupils with special educational needs are well catered for in English through good support from teachers and classroom assistants. Good use is made of structured activities within the Reading Recovery programme at Key Stage 1 and of an interactive computer program to improve understanding in reading. Pupils respond well to the good teaching they receive and are making good progress relative to their ability.

92. Pupils' attainment in speaking and listening is average. Pupils are confident when speaking with their friends and by the end of Key Stage 1 they communicate satisfactorily in question and answer sessions with their teachers. By the end of Key Stage 2, pupils show an awareness of national events and they articulate their views well: for example when talking about recent articles taken from newspapers. They are confident when reading their work out aloud to an audience or when explaining their work to a visitor. Pupils are involved in drama through role-play in circle time lessons and through different productions.

93. The overall standard of reading is satisfactory. However, pupils at both key stages are making good progress in reading. In Key Stage 1, pupils can explain why they have chosen a book and use their knowledge of words and letter sounds well to help them progress. They read a wide range of storybooks with growing confidence and enjoy selecting information books to share with adults. By the end of Key Stage 2, many pupils read competently and with appropriate fluency and expression: for example when reading in a group as part of literacy lessons. Pupils enjoy reading and writing poetry, based on topics, such as harvest time.

94. Pupils' attainment in writing is average. In Key Stage 1, pupils write stories and simple accounts linked to their interests and other subjects, such as history. By the end of the key stage they understand the use of capital letters and full stops and can write at greater length. In Key Stage 2, pupils progress to developing a sound understanding of punctuation and grammar which they apply to their writing. When they re-draft their work, it is often presented to a good standard. However, at other times presentation of finished work for some pupils is less than satisfactory. By the end of Key Stage 2, pupils write for a range of

purposes: for example letters to the local newspapers on issues that are important to them, such as gritting the roads in winter. Evidence indicates that pupils write instructions, accounts, invitations, and letters. Pupils use information technology to word process their work and there is evidence of editing on screen, but its use linked to literacy is underdeveloped.

95. Standards in handwriting are satisfactory overall. At Key Stage 1, pupils form letters correctly and in Key Stage 2, most pupils attain satisfactory standards when joining letters. However, the transfer of skills from practice to everyday writing is variable and ranges from some unsatisfactory to good, particularly throughout Key Stage 2.

96. Standards in spelling are in many cases below expectations and satisfactory for others. Appropriate attention is given to teaching spelling and pupils in Key Stage 2 are tested regularly, often through written dictation. A key target for the school is to raise standards in spelling.

97. Pupils' attitudes to their work in English are good. Pupils are well motivated and productive and they are confident when reading their finished writing out to visitors: for example instructions for making a sandwich or looking after a pet. In literacy lessons they work together productively in small groups and take some good responsibility for organising their work.

98. The quality of teaching in English overall was good in half the lessons seen and satisfactory in the remainder. It was consistently good at Key Stage 1 and good in one lesson out of three in Key Stage 2. Good teaching is exemplified by clear lesson objectives, which match and challenge the range of abilities, including higher attainers, well. The pace is good as is the progress made. When teaching is satisfactory, the pace is slower with less, but satisfactory progress made. Teachers are developing good use of the National Literacy Strategy planning format. Individual reading is taught systematically and daily work on reading as part of the literacy hour is effective. Teachers satisfactorily use their circle time lessons to extend pupils' speaking and listening skills through discussions and role-play. Teachers keep appropriate records of pupils' progress. Good use is made of the home and school reading dialogue. However, teachers' expectations of the standards of presentation for pupils' written work are not consistent. Application of the school marking policy is inconsistent and teachers' comments do not always offer constructive points for improvement.

99. There are policies covering all aspects of English and a scheme of work. Assessment information is used suitably to set targets for improvement and to inform planning and records of pupils' progress. Portfolios of assessed work are kept. Resources for English are satisfactory with pupils making some good use of books and dictionaries. Suitable use is made of the school's small library. Homework is used well, particularly in Key Stage 2 to support and extend pupils' learning: for example researching topics to write about or find out information to support their opinions for discussions. Since the last inspection took place the school has moved the subject forward considerably. The requirements of the National Curriculum for English are met.

Mathematics

100. Evidence at the time of the last inspection found that standards were in line with national expectations across the school for the majority of pupils. Evidence from this inspection confirms that the school is maintaining these standards with the majority of pupils attaining in line with the national average by the end of both key stages. Information from

the National Curriculum assessments gives a limited and unreliable picture of attainment, particularly at Key Stage 2, due to the small number of pupils taking the tests. However, raising the attainment levels of pupils in mathematics is a key target identified by the school for improvement.

101. 1998 National Curriculum assessments for pupils in Year 2 showed that results were very high in comparison to the national average at Level 2, but remain well below average at Level 3. For pupils in Year 6, results showed the percentage at Level 4 and Level 5 was well below the national average. When compared with similar schools, the Level 2 results are still very high. 1999 tests indicate similar results at Level 2, and some improvements at Level 3, and similar results at Levels 4 and 5. However, there were no national comparisons available at the time of the inspection.

102. Pupils with special educational needs are well provided for during numeracy lessons using the National Numeracy Strategy through suitable planning and good support from teachers and classroom assistants. Pupils respond well to the individual attention they receive and are making good progress relative to their abilities.

103. Pupils make satisfactory progress overall. Some good progress is noted with regard to pupils' understanding and use of numbers. Teachers are developing an appropriate awareness of the National Numeracy Strategy and this is having a positive effect on raising pupils' confidence. A key focus of the strategy is on developing pupils' mental arithmetic skills. However, scrutiny of pupils' past work indicates variable standards, ranging from some unsatisfactory to satisfactory, in the presentation of their recorded work. Pupils' work, particularly at Key Stage 2, was often not dated, untidy and with charts and graphs completed without the use of rulers for accuracy. It was noted, however, that improvements were being made in work completed this term.

104. Pupils demonstrate average abilities in the use and application of mathematics in simple problem solving and investigations. Evidence from scrutiny of work indicates pupils in Key Stage 1 solving problems using money. In Key Stage 2, pupils solve a range of problems, such as finding out the number of pupils travelling by bus.

105. Standards in understanding and use of numbers are average for the majority. Pupils, including those with special educational needs, benefit from the carefully structured practical work in number. Many pupils make good progress in this aspect of the subject. By the end of Key Stage 1, many pupils are confident in the use of numbers up to a 100 and can count on and back. They can add and subtract accurately and have made a start on multiplication tables. Pupils can complete simple division work and make number patterns. In Key Stage 2, pupils progress to working in hundreds tens and units and use numbers in values of thousands. By the end of Key Stage 2, pupils are confident in using fractions with those capable of higher attainments converting fraction into percentages. Suitable attention is given to work on learning and using multiplication tables.

106. Pupils' understanding of shape, space and measures is in line with expectations. Standards are average for the majority. By the end of Key Stage 1, pupils can recognise and name a range of two-dimensional and three-dimensional shapes. They know the properties of different shapes and are familiar with terminology such as sides and faces. They understand about the simple area of shapes. By the end of Key Stage 2, pupils have progressed to being able to find the perimeters. They have a suitable knowledge of irregular shapes and can find angles in shapes. Sufficient attention is given to work on measurement throughout with satisfactory standards attained.

107. Data handling is used suitably to support work in mathematics. Evidence from work samples shows that pupils can draw bar and tally charts and line graphs by hand and some using the computer: for example pie charts. In Key Stage 1, pupils have gathered information about their pets and at Key Stage 2, pupils have looked at different ways of travelling. Some suitable links are made with science, but hand drawn work is often completed without the use of a ruler for accuracy. Work using information technology in this respect and linked to numeracy is underemphasised.

108. Pupils have good attitudes towards mathematics. They enjoy lessons and benefit from the structure and emphasis on the practical use of resources brought about through the numeracy strategy. They work with enthusiasm, good concentration and sustained interest. They are keen to answer questions and are confident to do so in front of each other. They select and share equipment well and help each other when working together in small groups.

109. The quality of teaching is good in Key Stage 1 and good in one lesson out of two seen at Key Stage 2. When teaching is good, teachers have high expectations of pupils and provide challenges, particularly for those capable of higher attainment, that extend learning and progress. Overall, teachers are beginning to make good use of the numeracy strategy with some useful plenary sessions that recap on what has been learnt. Appropriate attention is given to using mathematical language. When teaching is satisfactory, opportunities to extend learning, particularly for those capable of higher attainment, are sometimes missed. Good use is made of classroom assistants to work with pupils. Although teachers interact with pupils well, marking sometimes lacks information on exactly what needs to be done to improve or extend work.

110. There is an appropriate policy and commercial scheme of work to support the use of the numeracy strategy, which mean that the requirements of the national curriculum for mathematics are met. The development of the subject has a high priority in the school's improvement plan. A suitable plan to implement the numeracy strategy has been developed by the new co-ordinator with the support of the local education authority's numeracy consultant. Monitoring of the numeracy strategy and of work taking place in classes is planned. Suitable use is made of assessed information to set targets for improvement. An updated, ongoing assessment system to track pupils' progress through the numeracy strategy is being introduced. Portfolios of assessed work have been developed through working with other local schools.

111. Resources are sufficient, of satisfactory quality and are stored for easy access, and use by pupils in lessons. Good use is made of display in Key Stage 1 relating to mathematics. Homework, covering multiplication tables and work linked to numeracy is set regularly for pupils, according to their age and ability. Since the last inspection work using numbers has been developed and pupils' attitudes have improved. The school has maintained and built upon the sound position commented upon in the last report.

Science

112. Results of National Curriculum assessments for 1998, showed the percentage of pupils in Year 2 at the expected Level 2 to be very high in comparison with the national average, but at the higher Level 3 this was well below average. For pupils in Year 6, results showed the percentage at the expected Level 4 was very high, but at the higher Level 5, this remained well below average. When compared with similar schools, Level 2 and Level 4 results are still very high and Level 3 and Level 5 results remain well below average. 1999

National Curriculum assessments show broadly similar results, but there are no national comparisons available at the time of this inspection. The small cohort taking National Curriculum assessments reduces the significance of comparisons between years and with national comparisons.

113. Evidence from pupils' recent work and work seen in lessons shows attainment to be in line with national expectations at the end of both Key Stage 1 and Key Stage 2. However, experimental and investigative science is weaker than other areas studied, and pupils are still not reaching the higher levels in either key stage.

114. Pupils' progress overall is satisfactory, although there are variations. Lower attaining pupils, who are often given challenging but attainable tasks and good support, make good progress. Higher attaining pupils are not always challenged sufficiently, therefore not reaching the levels of knowledge and understanding of which they are capable. Much of the work is aimed at the majority of pupils in the average band, and these make satisfactory progress.

115. In Key Stage 1, pupils can explore objects by using their senses, including touch. They are able to describe the properties of various materials and can sort them according to similarities and differences. For example, pupils can sort according to whether a material is magnetic or not. They use their knowledge of properties to predict whether a material will be waterproof. Pupils know that their local environment contains a variety of plants and animals, and what each needs to live and grow.

116. In Key Stage 2, pupils have a sound understanding of the human skeletal structure, and how the heart acts as a pump for the blood. They have experimented to find the effect of exercise on the heart rate by taking a pulse before and after exercise. Pupils have a sound knowledge of the habitats of various animals and plants, and how many have adapted to their environment. For example: pupils know that a frog has strong legs for jumping and webbed feet for swimming and that a badger has strong claws for digging. Pupils have a suitable understanding of forces and that gravity is a force. They experiment with weights and rubber bands to see how gravity affects different mass and record their findings appropriately.

117. Pupils enjoy science, and they work well in lessons, particularly when they are challenged and have the opportunity to experiment and investigate. They co-operate well in pairs or groups and respond well when asked questions about their work. Many pupils take care and pride in the presentation of their work. However, there is a small minority who take less care in this.

118. In the two lessons, on the school's timetable during the inspection, observed teaching was good. In these two lessons, practical activities were well chosen to achieve lesson objectives, resources were well prepared and used effectively, and pupils were well managed. Pupils gained a good deal in their knowledge and understanding in these two lessons. However, from the scrutiny of pupils' work and discussions with them to ascertain their knowledge and understanding, it is possible to judge that teaching at other times is satisfactory overall. Other evidence indicates some unsatisfactory teaching. For example, there is variable knowledge and understanding of the requirements of experimental and investigative science. Older pupils cannot describe what is necessary to perform a fair test. There is evidence of too much teacher direction at times. For instance, pupils do not always choose equipment or methods of experimentation. For recording results, sometimes the axes and all labelling is duplicated by the teacher rather than pupils themselves having

responsibility for this. On occasions, the same work is set for pupils of different ages or ability, and careless and untidy work is marked with a tick. In these respects pupils' progress is restricted and occasionally unsatisfactory.

119. The school has adopted a published scheme of work, and the planned curriculum meets statutory requirements. Time allocation, however, is unclear, but judging by the amount of work covered in the first half term, the necessary work may not be covered adequately during the year. Literacy skills are used effectively in answering questions and writing about experiments, and numeracy skills are used well in measuring and recording. There are some good links with design and technology: for example when making moving joints to imitate the skeleton, but these are not planned sufficiently as part of the design and technology curriculum. The computer is underused for presenting data collected in experiments. Assessment procedures are not well developed and there is insufficient use of information to record what pupils have undertaken or achieved in their profiles.

120. There are sufficient resources, used appropriately to implement the curriculum. They are stored tidily in classrooms and a central storage area. Good use is made of the school's garden, its small pond and surrounding area.

121. In the last inspection, teachers' understanding of experimental and investigative methods was insecure and pupils' work in this area was unsatisfactory. Whilst both have improved, neither are yet at a level that is completely satisfactory. Expectations are now satisfactory for the majority of pupils, but throughout the school, for those capable of higher attainments these are not yet high enough.

OTHER SUBJECTS OR COURSES

Information Technology

122. Information technology is not taught and used sufficiently throughout the school, in particular the control technology and modelling components. This causes pupils' attainment at the end of both key stages to be below national expectations. Pupils do not have enough opportunities to work on computers, or to practise their skills, and overall progress is unsatisfactory. Pupils do, however, make some satisfactory progress in using computers for word processing their writing to communicate information.

123. By the end of Key Stage 1, pupils are familiar with the use of the keyboard and the mouse. They use word processing skills suitably in their writing and they show good mouse control: for example when dragging boxes onto the screen to make a tessellated pattern. Pupils know how to enter commands into a programmable floor robot for it to follow a set route. With adult help, they use the CD Rom which is linked to their reading scheme.

124. By the end of Key Stage 2, pupils are able to load, save and print their work, and can combine pictures and words when word processing their writing. Some can enter and save data and present it in the form of pie charts. This is linked suitably with science. However, their ability to formulate their own questions and decide on their own methods of presentation is limited. Some pupils are beginning to have a basic understanding of some control technology with the 'Logo' program, but their knowledge in this area is weak. There are some CD Rom programs associated with science and topic work, but limited use is made of them. No work is done on models or simulations to investigate options or help

pupils make decisions. Older pupils can use the fax machine for sending information.

125. Pupils with special educational needs work well with laptop computers for word processing. This is giving them increased confidence in their writing, and they are making good progress in this aspect. However, for other pupils, there are insufficient planned opportunities for them to practise and extend their experience and skills. Opportunities often arise haphazardly. For example, when pupils have finished a piece of work, they will be allowed to use the computer. The lack of programs to cover all areas of the subject restricts pupils' progress.

126. When pupils do work on computers, they show interest and enthusiasm. They handle equipment with care and sensitivity. They work co-operatively with partners, with the more competent happy to help others.

127. Only one short lesson of information technology was on the school's timetable during the inspection. Teaching in this lesson was satisfactory. The teacher was competent in showing pupils in Key Stage 1 how to drag and drop a box onto the screen to make a pattern. Pupils were well managed and a few were able to try themselves. Evidence indicates that at both key stages, the parts of the information technology curriculum which are taught, are taught to a satisfactory standard. However, organisational strategies to enable pupils to have frequent access to computers in order to practise skills are inadequate. Teachers lack some confidence and competence in the control and modelling components of the curriculum.

128. The curriculum is limited and does not meet statutory requirements. This is due to insufficient hardware and software; lack of teachers' knowledge and understanding; and too few planned opportunities for pupils to have access to computers. There is good access to word processing for pupils with special educational needs. Information technology is not used sufficiently across the curriculum. Use of the computer for entering, storing and presenting data in mathematics and science is too limited, as is the use of the CD Rom as a source of research information. Assessment procedures are unsatisfactory, being insufficiently developed. The use of assessment information to inform lesson planning and to record pupils' progress is inadequate.

129. A knowledgeable co-ordinator recently left the school, and the headteacher is covering the void. She is well aware of the present deficiencies. Extra equipment is ordered, but the late arrival of some promised resources has not helped the school to progress. Detailed plans are being made as part of school improvement to develop the subject. Existing arrangements for monitoring, supporting and evaluating progress in implementing the curriculum are insufficiently clear and focused in their purpose. There has been some improvement in teachers' knowledge and understanding with recent appointments. However, the deficiencies in time given to the subject, pupils' lack of skills' development, and pupils' overall unsatisfactory progress, highlighted in the last inspection, remain.

Art

130. Due to the school's timetable arrangements no art lessons were seen during the inspection. Evidence from displays, links with other subjects, work in sketchbooks, reproductions in newsletters and other documents, indicate that pupils, including those with special educational needs, make satisfactory progress throughout the school. Pupils are taught colour mixing, painting and drawing techniques and appreciation of the work and

style of famous artists.

131. Evidence indicates that pupils enjoy art lessons and gain much from sketching when out on field trips and visits. Teaching encourages good links with history and geography through observational drawing and sketching. In these lessons, pupils are able to apply taught skills such as the use of line and shade well. For example, in a history lesson, pupils in Key Stage 1 drew, with confidence, artefacts, such as lamps, kitchen implements and old flat irons. While in Key Stage 2, pupils' work on display shows how they combined painting and drawing when making sketches of the landscape during their camping visit by the river Axe.

132. Work covering the appreciation of famous artists and their styles of work is often linked to the school's termly topics. In Key Stage 1, pupils have studied the work of Turner, Monet and Seurat in connection with their topic on 'Hot and Cold'. In Key Stage 2, through their study of the Victorians, pupils have looked at the work of William Firth and folk art of the Victorian period. In addition, pupils have studied the work of the St Ives' artists Ben Nicholson and Barbara Hepworth. Linked to their three-dimensional work, pupils in Key Stage 1 have looked at the collages of Matisse and Max Ernst. In Key Stage 2, pupils have studied African and Indian art linked to puppet making.

133. There is a policy for art which refers to the skills to be taught and links this to a cross-curricular approach. The school's long term curriculum map covers in broad terms the elements of the curriculum to be taught. There is a scheme of work for teachers to use when planning lessons, but the school's improvement plan indicates that this is to be replaced by a more manageable and up to date scheme shortly. Therefore, pupils receive a broadly planned art curriculum, covering the requirements of the National Curriculum.

134. Teachers value pupils' work and display it to good effect around the school. The central art area is kept tidy with equipment, such as brushes and paints, available for easy access by pupils. There are links with mathematics, through pattern making, using shapes. Links with information technology are insufficiently developed.

135. Since the previous inspection greater attention has been given to developing pupils' drawing skills. However, assessment of pupils' progress against learning objectives is still underdeveloped. Visits and visitors are organised to support pupils' learning: for example a visiting artist and a visit to Coldharbour Mill to watch weavers at work.

Design and technology

136. The school plans to cover the design and technology elements of the National Curriculum in two weeks of concentrated activity in the spring term. Planning is not yet available for these weeks. There are some photographs of work completed in the past, but these are insufficient to enable any judgement to be formed about pupils' performance in relation to others of a similar age, their progress, attitudes or the subject's teaching.

137. However, some good technology work was seen in a science lesson, although in the planning, it was not recognised as part of the design and technology curriculum. Pupils were making moving joints in connection with work on the skeleton. This focused practical task enabled pupils to make their models, and the use of templates allowed them to work with greater accuracy. They used appropriate skills to join materials. The work was suitable for pupils in Years 3 and 4, but did not challenge Years 5 and 6 in terms of design and technology, although it did help in their understanding of the science component.

138. Through lack of evidence, it was not possible to make any judgements during the last inspection. This time, pupils could only give scant accounts of any work they had completed. This places some doubt on whether pupils can make sufficient progress in developing the required skills, knowledge and understanding when the subject is delivered over such a short period, as proposed by the school.

Geography

139. Due to the school's timetable it was not possible to see any geography lessons. Scrutiny of pupils' work, small displays, planning and discussion with pupils and teachers show that pupils make satisfactory progress. This is an improvement on the last inspection. With the exception of the use of assessment the issues raised then have now been addressed by the school. A scheme of work has been provided and appropriate coverage is now planned each term on the school's long term curriculum map. Much work is linked to topics, which cover the appropriate elements of the subject.

140. In Key Stage 1, pupils find out about Seaton as part of their locality study. They learn to make comparisons and contrasts between areas. They know which countries make up the United Kingdom and can locate major cities and towns on a map. In Key Stage 2, pupils study a contrasting country and learn about life in a Kenyan village. They study the weather, rivers and environmental change. They make comparisons: for example between Arctic, temperate, desert and tropical climates.

141. Evidence indicates that pupils enjoy the subject. In Key Stage 1, pupils talk with enthusiasm about the travels of Barnaby Bear around the United Kingdom. Teachers make good use of fieldwork involving pupils in gaining much first hand experience. Pupils have visited Exeter Cathedral, a brick works and a nearby railway station. Key Stage 2 pupils have visited the science museum in London.

142. Resources are used well: for example the library service, resource centre and field trips. Appropriate links are made with work in history. However, use of information technology is insufficiently developed.

History

143. Evidence from two lesson observations, discussions with pupils and teachers, scrutiny of planning, displays and previous work indicate that pupils, including those with special educational needs, make satisfactory progress overall in history.

144. By the end of Key Stage 1, pupils have a sound understanding of the past compared with today. They have developed a sense of chronology by comparing old and new items, such as toys and household equipment. For example, pupils compared old flat irons to modern irons as part of their topic about 'Homes Long Ago'. Pupils extend their knowledge by making timelines of houses and talking about the differences between events, such as bath-time and doing the washing in the past, comparing these with the present day. Pupils have widened their knowledge and understanding of history through listening to stories about famous people and events such as Florence Nightingale, Guy Fawkes and the Great Fire of London. At Key Stage 1, other topics covered include work on looking at how transport and seaside holidays have changed.

145. At Key Stage 2, pupils study different historical periods such as the Aztecs, Romans and Vikings. They learn to make comparisons: for example between the rich and poor and between life in during Second World War Britain and today. They link their work on the

Victorians with a locality study in geography to study changes and influences over time. They have some opportunities to research their own information, but these appear less well developed. By the end of Key Stage 2, pupils have a sound knowledge of history from different periods. Overall, pupils enjoy history lessons. At Key Stage 1, pupils are enthusiastic about handling artefacts and sharing what they know with their teacher and each other. In Key Stage 2, pupils work well together and listen and concentrate satisfactorily.

146. In the two lessons seen, teaching was good in Key Stage 1 and unsatisfactory in Key Stage 2. When teaching was good, the lesson provided interesting activities matched to different levels of ability. There was an appropriate balance between practical and recorded work with good progress made. Good use was made of a range of artefacts for pupils to draw and write about. When teaching was unsatisfactory, the work provided lacked challenge for all abilities and insufficient progress was made in the lesson. Planned opportunities for older pupils to research their own information were lacking.

147. There is a suitable policy and scheme of work provided. Some good use is made of resources, such as artefacts and visits, to give pupils first hand experience in making comparisons. For example, pupils have visited a 'steam day' at Coldharbour Mill and a Victorian class was setup in the school for a week during the school's bi-centenary. There are appropriate links with other subjects, such as art and geography, but use of information technology is underdeveloped. Assessment is being developed, but is insufficiently used to help set clear learning objectives consistently in teachers' planning. The subject has maintained its position since the last inspection. However, at Key Stage 2, pupils' research skills are still insufficiently developed.

Music

148. Pupils of all abilities, including those with special educational needs, are making overall satisfactory progress in music throughout the school. Indeed in one lesson at Key Stage 1, pupils made good progress. Pupils enjoy singing and sing well in assemblies. They sing in tune and keep time together without accompaniment. In Key Stage 1, pupils have an understanding of loud and soft sounds and can apply this to their playing of instruments. They can make up short sequences to show loud and soft sounds with a regular beat. They take pride in performing to each other. In Key Stage 2, pupils develop further their understanding of rhythm. They can repeat rhythms played to them and create their own. They can use graphic notation to represent the sounds they make.

149. In Key Stage 1, pupils' response is good. They show good attitudes and behaviour. They collect instruments and organise groups sensibly. In Key Stage 2, attitudes are satisfactory. Pupils listen well to taped programmes, and follow instructions well, although a few fussed over sharing books. Some pupils tend to lose interest when they are not actively involved in organising their work.

150. Only two lessons were observed during the inspection, and in these, teaching in Key Stage 1 was good and in Key Stage 2 satisfactory. Taped lessons are used well, stopping to give explanations as and when necessary. Resources are well prepared, although sharing books in Key Stage 2 causes some fuss, even though the words are written on a flip chart. In Key Stage 1, pupils were fully involved, with a good pace to the lesson, which impacted well on progress. In Key Stage 2, pupils are sometimes inactive for too long, which causes them to become restless and inattentive. Evidence from talking to pupils and hearing and seeing what they can do, indicates satisfactory teaching overall.

151. The commercially published audio tapes are used as the scheme of work and they cover the requirements of the National Curriculum. Assessment procedures are limited, with few records of what pupils have covered or attained. A teacher and a governor's wife provide opportunities for pupils to learn to play the recorder at lunchtimes. There are good opportunities to learn to play the keyboard, guitar or clarinet from a visiting teacher. Pupils are able to perform at assemblies, Christmas productions, carol singing and joint productions with other local schools. Visiting musicians, including a harpist and an African drummer, have performed. Percussion instruments are easily accessible to pupils. Standards achieved in the last inspection have been maintained.

Physical Education

152. As a result of the school's timetable, only two physical education lessons were seen during the inspection and these involved developing ball skills. Here, pupils in Key Stage 1 are making satisfactory progress in sending and receiving balls and bean bags. Pupils in Key Stage 2 are making good progress in ball skills, and are developing a good understanding of how to play in small sided games.

153. Throughout the school, pupils of all abilities show a good response to physical education. They are keen and enthusiastic and listen and follow instructions well. Relationships are good and pupils co-operate well with each other. In Key Stage 2, pupils show a high level of independence and self discipline, and are capable of organising themselves and getting their game started.

154. Inspection evidence, together with pupils' performance and progress, indicate that teaching in Key Stage 1 is satisfactory, and in Key Stage 2 it is good. Lessons start with a warm up, but this does not always include stretching, nor are older pupils encouraged to think about the effect of exercise on heart rate to link with science. Pupils are well managed and controlled, with Key Stage 2 pupils being encouraged to show a good degree of self-discipline when working in groups. Activities in Key Stage 2 are well chosen to achieve lesson objectives and pupils get plenty of opportunity to practise their skills. In Key Stage 1, activities are sometimes less successful: for example when bouncing a ball over a bench.

155. There is an appropriate policy and guidelines for teaching. Overall, published schemes are used effectively, although some activities are more successful than others. During the last inspection, statutory requirements were not met because of inadequate accommodation. The school now takes pupils to Honiton to use a sports hall and swimming pool and National Curriculum requirements are met. This is a considerable improvement since the last inspection. The curriculum is broad and includes outdoor and adventurous activities, which take place during a residential trip. However, planning indicates there is some under-emphasis on athletics. There is good equality of opportunity and access for all pupils. Opportunities are provided for competition against other small schools in football and netball. The school holds its own sports day and swimming gala.

156. Although the playground is small and the football field, used by the school, is a distance away, effective use is made of them. With the use of the football field, sports hall and swimming pool, accommodation is adequate. However, insufficient attention is paid to health and safety. Some pupils play games wearing watches and ear studs which is potentially dangerous. Only one adult, a teacher, accompanies pupils to the local football field and there are no facilities for communication with the school.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

157. The team consisted of three inspectors, including the lay inspector. The inspection was carried out in the school week commencing Monday 18th October 1999 and covered a total of six inspector days of observations and interviews. Before the inspection, the registered inspector attended a meeting of parents to discuss inspection issues and to hear the views of the ten parents who attended. An analysis was made of the 16 questionnaires completed by parents. During the course of the inspection, members of the team observed 21 lessons or parts of lessons, registration periods and a range of school activities. A total of 41 hours and 30 minutes was spent observing lessons and in gathering first hand evidence.

158. A sample of pupils from each class was heard reading, amounting to over 33 per cent of the school roll. Pupils' behaviour during outdoor play and around the school was noted. Discussions were held with members of staff, governors and pupils. The team scrutinised school policies, documents and development plans, teachers' planning, financial statements, pupils' records and attendance registers. During the inspection, inspectors viewed samples of work representing all abilities. Inspectors evaluated the provision and use of staffing, accommodation and resources.

159.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	35	1	16	6

Teachers and classes

Total number of qualified teachers (full-time equivalent):

2.2

Number of pupils per qualified teacher:

15.90

Education support staff (YR – Y6)

Total number of education support staff:

2.9

Total aggregate hours worked each week:

Average class size:

Financial data

Financial year:

	£
Total Income	82,092
Total Expenditure	85,762
Expenditure per pupil	2,257
Balance brought forward from previous year	3,340
Balance carried forward to next year	2,948

PARENTAL SURVEY

Number of questionnaires sent out:
 Number of questionnaires returned:

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	26.7	66.7	6.7		
I would find it easy to approach the school with questions or problems to do with my child(ren)	40.0	60.0			
The school handles complaints from parents well	13.3	66.7	13.3	6.7	
The school gives me a clear understanding of what is taught	12.5	81.3	6.3		

The school keeps me well informed about my child(ren)'s progress	21.4	57.1	14.3	7.1	
The school enables my child(ren) to achieve a good standard of work	13.3	60.0	20.0	6.7	
The school encourages children to get involved in more than just their daily lessons	20.0	73.3		6.7	
I am satisfied with the work that my child(ren) is/are expected to do at home	6.7	80.0		13.3	
The school's values and attitudes have a positive effect on my child(ren)	20.0	73.3	6.7		
The school achieves high standards of good behaviour	6.7	80.0		13.3	
My child(ren) like(s) school	37.5	56.3	6.3		

Due to rounding up not all percentages add up to 100.

Other issues raised by parents

There were ten parents present at the parents' meeting. No written comments were made on questionnaires for the inspection team to consider. Parents appreciate the work of the headteacher and staff and there is strong support for the school. However, some parents expressed concern about the lack of supervision for pupils arriving by bus before the school day starts. This concern forms an issue for the governors to address. Homework provided is sufficient and managed suitably. Pupils' behaviour is good.