

INSPECTION REPORT

IDE FIRST SCHOOL

Ide

Exeter

LEA area: Devon

Unique reference number: 113122

Headteacher: Mrs Edwina Hill

Reporting inspector: Dr T Simpson
10428

Dates of inspection: 3rd to 6th July 2000

Inspection number: 190291

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	5 to 8
Gender of pupils:	Mixed
School address:	High Street Ide Exeter Devon
Postcode:	EX2 9RN
Telephone number:	01392 259964
Fax number:	01392 410766
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Liz Foster
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr T Simpson	Registered inspector	Mathematics Science Design and technology History Information technology Religious education Special educational needs Equal opportunities	Results and achievements Teaching Management
Mrs F Hurd	Lay inspector		Attitudes, values and personal development The school's links with the community Provision for spiritual, moral, social and cultural development Support and guidance Partnership with parents
Mrs V Emery	Team inspector	English Art Geography Music Physical education Provision for the under fives	Learning opportunities Assessment

The inspection contractor was:

Quality Assurance Associates Ltd
Herringston Barn
Herringston
Dorchester
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ide is a very small first school serving the local community and a number of nearby villages. A substantial number of the pupils come from the city of Exeter. There are 66 pupils on roll, few of whom are from ethnic minority groups. Pupils enter the school with a range of attainment, but overall this is around average. About 24% of pupils are on the register of special educational needs, which is also about average. However, the number of pupils with statements of special educational needs is above average. The percentage of pupils entitled to free school meals is below average.

HOW GOOD THE SCHOOL IS

The school is effective in most areas of its work. Pupils' rates of learning are good in the reception class and satisfactory at Key Stage 1. Current standards are mostly as expected at the end of Key Stage 1, but are below this in some subjects at the end of Year 3. Pupils are well supported by staff and are enthusiastic about school. Provision for spiritual, moral, social and cultural development is good overall, and spiritual development is very good. Teaching is good. The headteacher provides effective leadership and all staff are committed to raising standards further. The governors are enthusiastic supporters of the school. The school has made satisfactory improvement overall since the last inspection. Income is well above average, but the school provides sound value for money. Stringent targets have been set for further improving literacy and numeracy next year and the inspection findings indicate that these are likely to be met.

What the school does well

- Teaching is good overall and staff are committed to raising standards
- Pupils are very well supported by all staff
- Provision for under fives is very good
- Provision for spiritual development is very good
- Provision for pupils with special educational needs is good and most make good progress
- A stimulating curriculum is provided
- The quality of information provided for parents is good

What could be improved

- Strategies for managing behaviour in lessons are inconsistent and in some lessons a number of pupils misbehave
- There is a lack of formal procedures for monitoring a number of areas of management responsibility including child protection, health and safety, teaching and behaviour
- Formal procedures for assessing pupils' progress in science have not yet been established and as a result, work set is not always closely enough matched to their needs
- Boys do not achieve as well as girls in English and the school has not yet addressed this problem effectively

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since then it has made satisfactory progress in addressing most of the issues raised in it. Standards in the core subjects of English, mathematics and science declined after the last inspection but have risen again since, and at the end of Key Stage 1 are now average in English and science and slightly above this in mathematics. They are still below average in all three subjects at the end of Year 3. However, standards are improving particularly well in the lower part of the school. Since the last inspection, standards in information technology have improved – but standards in physical education have declined from good to around the expected level – as this subject has not been a recent school focus. The overall good quality of teaching identified in the last inspection has been maintained. There has been a significant improvement in planning – especially in mathematics. Pupils' presentation of their work, their punctuation and their phonic skills are now better. Provision for spiritual development has improved. However,

teachers' management of groups of pupils working independently during lessons is still not always effective. Formal aspects of the management of health and safety and child protection have declined.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	E	E	E	E*
Writing	E	E*	E	E*
Mathematics	D	E	E	E*

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

This indicates that in the 1999 tests of seven year olds, results in all three subjects were well below the national average and in the lowest five per cent in comparison with similar schools. There are a number of reasons for this, including substantial numbers of pupils with special educational needs in recent small cohorts taking the tests. Nevertheless, the school has established relevant strategies to raise standards. The inspection findings indicate that these are proving effective, with the result that standards are now average in English and science at the end of Key Stage 1 and slightly above this in mathematics. These findings are supported by the most recent – but as yet unpublished – National Curriculum tests. The school has set stringent targets for further improvements in literacy and numeracy, and these are on course to being met, as children who are under five currently reach above average standards by the time they reach five. Pupils in Year 1 are also achieving above average standards in several areas of their work. Standards in the remaining subjects are all as expected at the end of Key Stage 1 and at the end of Year 3. There was not enough evidence to judge standards in information technology at the end of Year 3. Pupils' overall achievement is good for children who are under five, satisfactory at Key Stage 1 and unsatisfactory in Year 3. Pupils with special educational needs achieve well throughout the school, but boys do not achieve as well as girls in English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall - pupils are enthusiastic about school.
Behaviour, in and out of classrooms	Satisfactory overall – good around the school, but there is challenging behaviour by some pupils – mainly boys – in some lessons.
Personal development and relationships	Good overall – pupils respond well to intellectual challenge.
Attendance	Satisfactory – there is no unauthorised absence – but there is some lack of punctuality.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

Teaching is at least satisfactory in all lessons. It is good or better in 61 per cent of lessons and very good or excellent in 19 percent. There is good teaching at all stages of education at the school, with particular strength in the teaching of pupils who are under five and consequently these make particularly good gains in their learning. There are no weaknesses in the teaching of any specific subjects and basic skills – especially numeracy – are taught particularly well. The teaching of English is good overall. Mathematics teaching is very good, which is having a very positive effect on the standards being achieved. Teachers have a good knowledge of their subjects and they employ a wide variety of methods to make the curriculum interesting. Teachers' expectations of pupils are satisfactory overall and sometimes good. In some lessons, however, work is not matched closely enough to some pupils' needs, challenging behaviour from a minority of pupils is not successfully checked, or group work is not effectively managed. Pupils with special educational needs are taught well and support staff make a very positive contribution to pupils' overall learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is an exciting, practical curriculum – but there is some imbalance within the provision of information technology.
Provision for pupils with special educational needs	Good.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual development is very good, but the school does not do enough to develop pupils' awareness of Britain as a multi-cultural society.
How well the school cares for its pupils	Pupils are very well supported by staff. Assessment procedures are good in English and mathematics – but under developed in other subjects. There are weaknesses in child protection and health and safety procedures.

Parents mostly have positive views of the school and links are effective. A broad curriculum is provided which meets statutory requirements. Literacy and numeracy are delivered well. Pupils with special educational needs are well supported and most make good progress. Extra curricular provision is broadly sound for a first school, but staff feel it needs to be developed further.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are satisfactory overall. The headteacher provides good leadership and has been successful in developing an enthusiastic and effective staff team. However, there is a lack of formal procedures in several areas of management responsibility.
How well the governors fulfil their responsibilities	The governing body is knowledgeable and supportive but still has an under developed role in focused monitoring of the curriculum.
The school's evaluation of its performance	Good monitoring at a strategic level but monitoring of several specific areas is not focused enough.
The strategic use of resources	Resources are mostly used efficiently. Financial planning and monitoring are good. Routine administration is very effective.

Resources are satisfactory overall. The external environment is a valuable resource that is used well by the school. Resources for information technology are good – but these are not yet used efficiently. Levels of teaching and support staff are good. The cost effectiveness of all projects is carefully considered.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They feel comfortable about approaching the school. • Their children are making good progress. • The school expects their children to work hard and achieve of their best. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • They are not kept well informed about how their children are getting on. • Their children do not get the right amount of homework. • There are not enough extra-curricular activities.

Most comments on questionnaires and at the parents' meeting were positive. The quality of teaching and the commitment of staff were praised. There is a positive and supportive ethos and a very caring atmosphere. The school prepares children well for the future. There were also some concerns. These included a lack of information about pupils' progress, an inappropriate amount of homework and not enough extra-curricular activities – including games. The inspection team agreed with the positive comments. It judged that although the provision of homework supported pupils' learning, mathematics homework was not set on a regular enough basis for all pupils. The amount of extra-curricular activity is broadly sound for a first school, but the staff are aware that it has potential to be developed further. There was no evidence that information provided on progress was unsatisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 tests of seven year olds, (SATs), the average grade shows that results were well below the national average in reading, writing and mathematics. They were very low in comparison with similar schools, being in the bottom five per cent of these. In teacher assessments of science, the percentage of pupils reaching the expected level (Level 2) was below average, but the percentage reaching the higher Level 3 was average. When the results of the tests in reading, writing and mathematics are averaged over the three years 1997 to 1999, scores are still well below in all three areas. These results appear to be a significant decline on those found at the time of the last inspection. However, the performance of individuals in relatively small cohorts of pupils, such as at Ide, can distort results and there is evidence of high proportions of pupils with special educational needs in Year 2 during the past few years. The headteacher, staff and governors are rightly concerned about standards and a series of strategies has been put in place to improve them. These include informed analyses of assessment results, extra daily support for specific pupils and individual targets in literacy and numeracy. The findings of the inspection are that these strategies – along with the introduction of the Literacy and Numeracy Hours and a high proportion of good and very good teaching – are already having a significant effect on standards at the school. Pupils who are under five reach higher than expected levels by the time they reach five in several areas of learning. Standards in English overall and in science are now average at the end of Key Stage 1, with standards in mathematics slightly above this. These findings are supported by the results of the most recent – but still unpublished – National Curriculum tests. Standards at the end of Year 3, however, still remain below average in all three subjects. The school has set stringent global targets to improve standards in literacy and numeracy yet further. The inspection found that rates of learning and standards are particularly high for pupils who are under five and in Year 1 and that the school, therefore, is likely to achieve its higher targets next year. Achievement is satisfactory overall. It is good for pupils who are under five, but still poor for pupils in Year 3 – mainly because of the negative attitudes towards learning of a number of pupils. Pupils with special educational needs make good progress in relation to their prior attainment. Boys, however, do not achieve as well as girls in English and the school - although aware of the situation - has not yet addressed this problem sufficiently.
2. Pupils are given many opportunities to develop their speaking skills both during literacy lessons and across the subjects of the curriculum. Throughout the school, pupils' speaking is above average but listening skills are not so well developed. By the end of Key Stage 1, pupils use well-established phonic skills and word building strategies for tackling unfamiliar words and making sense of text – which is an improvement on the findings of the last inspection. Year 3 pupils, however, do not have the same range of reading skills that are possessed by pupils in the rest of the school. The school has successfully targeted the development of writing. By the end of Key Stage 1, spelling is good – again an improvement on the last inspection - and pupils have a developing sense of audience when they are writing. They write widely across the curriculum in a variety of styles and for a variety of purposes. Handwriting and presentation have improved in recent years, but there are still insufficient pupils joining their handwriting consistently in Year 3. Standards in mathematics – especially numeracy – are slightly above average at the end of Key Stage 1, although still below average at the end of the current Year 3. By Year 1, pupils are clear about the difference between odd and even numbers and some are aware of the rules governing the ability to make even numbers from combinations of either

even or odd ones. All know their numbers bonds to ten, and most to twenty. Year 2 pupils are all able to solve simple problems involving money. Higher attaining pupils at the end of Key Stage 1 complete relatively complex money problems successfully. By the time they reach the end of Year 3, most pupils have a good understanding of place value and are in the early stages of learning their multiplication tables. Standards in the other areas of mathematics are similar to those in numeracy. Younger Year 1 pupils successfully predict and investigate how far away sounds can be heard and record their findings. Year 2 pupils measure the relationship between height and hand size and are beginning to understand the need for 'fair testing' in scientific investigation. Year 3 pupils have a satisfactory understanding of the formation of shadows and can separate soil particles through sieving. Literacy and numeracy are used effectively to support learning across the subjects of the curriculum.

3. In the remaining subjects - except for information technology at the end of Year 3, where there was not enough evidence to make a judgement - pupils achieve broadly expected levels at the end of Key Stage 1 and the end of Year 3. Standards in information technology have risen since the last inspection in response to the school's investment in the subject. The youngest Key Stage 1 pupils can programme a simple mobile device and know how to cancel its memory. By the end of the key stage most pupils can load and save text and change font type and size. Year 3 pupils successfully use 'clip art' techniques to design sun safety posters. By the end of Key Stage 1, pupils are able to reflect on the uniqueness of individual people. They also have a wide knowledge of aspects of major world religions including Christianity and Hinduism. Pupils in Year 3 have a good recall of salient points from Old Testament stories and have well thought out ideas about the significance of biblical symbols. In design and technology, the youngest pupils generate ideas well through shaping, assembling and re-arranging materials and components. Year 2 pupils produce labelled diagrams of puppets and moving vehicles, prior to making these out of a variety of materials, while Year 3 pupils successfully weave on a speed loom. In geography, pupils are developing an appropriate understanding of mapping skills and are gaining an understanding of far away places and how these differ from their own locality. Music plays an important part in school life. Whole school singing is melodious and joyful and most pupils can identify a range of different styles of music and discuss different instruments. Pupils are able to explain the effects of exercise on their bodies and can evaluate and improve their performance during physical education lessons.

Pupils' attitudes, values and personal development

4. The attitudes and behaviour of pupils are good overall, but have some less satisfactory features. The pupils clearly enjoy coming to school. They behave well in the playground and around the school. Most pupils are polite and courteous towards adults, and relationships within the school community are good. No oppressive behaviour, such as bullying, was observed during the inspection. Attendance is broadly in line with the national average, and unauthorised absence well below it. There have been no exclusions during the past year.
5. The start of the school day, however, is frequently delayed by the late arrival of a number of pupils. In some lessons a significant minority of pupils, mainly boys, behave inappropriately. For example, they poke and prod their classmates, call out irrelevant remarks, and fail to apply themselves to their work without very close supervision by an adult. This behaviour has a noticeable impact on teaching and learning in the lessons where it occurs. However, all pupils respond enthusiastically and work well when they are given sufficiently challenging work to do, and are proud of what they can achieve. When given the opportunity, they enjoy taking on responsibility and carry out a range of duties conscientiously.

HOW WELL ARE PUPILS TAUGHT?

6. Teaching is good overall and the quality of teaching identified in the last report has been maintained. It was satisfactory or better in all the lessons seen during the inspection. It was good or better in 61 percent of lessons seen and very good or excellent in 19 percent. There is very good teaching at all stages of education in the school – with particular strength in the teaching of children who are under five. The teaching of mathematics is very good and this is having a very positive effect on standards in the subject. The teaching of English, music and physical education is good. Science and information technology teaching is satisfactory. There was not enough evidence to judge teaching overall in art, design technology, geography, history or religious education. Pupils with special educational needs are well supported by teachers and other staff and, consequently, make good progress. Work is mostly well targeted to their needs and is planned on the basis of regular assessments.
7. There are, however, particular strengths and weaknesses within teaching at the school. Basic skills are well taught and this is having a positive effect on the rising standards in numeracy and literacy. Teachers have a good knowledge of the aspects of subjects that they are teaching and they employ a good variety of methods to make the curriculum interesting for the pupils. An example of this seen during the inspection was a reception class lesson that took place in the school's environmental area. This was a particularly well-planned activity based on a very good understanding of how young children learn. The children made very good gains in their knowledge and understanding through role-playing hunters and explorers and by being scientists who observed and drew mini-beasts with great care. Pupil management was excellent and involved a very good level of interaction between the teacher and the children. Teachers' expectations of pupils are satisfactory overall. They are sometimes good. In a Year 2 mathematics lesson, for example, group activities were challenging and very well matched to the needs and aspirations of different groups of pupils in the class. This had a very positive effect on the attitudes of the pupils involved as they rose to the challenges of the problems posed, concentrated on these and advanced their mathematical skills. In a minority of lessons, however, work is not matched closely enough to the attainment levels of different groups of pupils and this has a negative effect on their attitudes and pace of learning.
8. The major weakness in the teaching at the school is inconsistency in behaviour management. In many lessons - where the work set is exciting and challenging and teachers have good class control techniques - discipline is effective. In others, however, challenging behaviour from a minority of pupils - mainly boys – is not successfully checked and this has a negative effect on their learning. In a number of lessons, for example, pupils call out inappropriately during whole class discussions and the teachers do not have effective strategies for dealing with this. In some, group work is not managed well, and a number of pupils successfully indulge in minor disruptive activities. The negative attitudes of these pupils are the main reason why learning at the school is not as good as the teaching that is provided.
9. Resources, including time and support staff, are used well and support staff, in particular, have a positive effect on the standards being achieved. Some on-going assessment is used to direct the course of a lesson and work is regularly marked. Homework successfully supports learning in some areas, but mathematics tasks are not set on a regular enough basis.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

10. A broad, exciting and practical curriculum is provided by the school, which includes all National Curriculum subjects and religious education. Many challenging activities, for example, are provided in mathematics. A very good range of practical and purposeful activities is provided in the reception class, covering all the required areas of learning and based on first hand experience. The questionnaires identified that a number of parents are unhappy about the amount of extra curricular activity offered. The curriculum benefits from a small range of extra curricular clubs provided by the school and a further number provided by others. Additionally there is a high participation in local events in the village and in Exeter. Involvement in Maypole dancing, Devon 'proms' and a Christmas production are good examples of this. Overall this is satisfactory for a first school, but staff feel that provision needs to be developed further. Personal, social and health education have good coverage through a well-structured programme. This is partly delivered through time tabled lessons, while much is covered through other areas of the curriculum and informally. The curriculum provided fully meets statutory requirements. There is however, some imbalance within the provision for information technology, as pupils have not yet had the opportunity to generate and communicate ideas in the form of tables. The school has recently acquired the relevant software to fill this gap. Statutory requirements in respect of religious education and collective worship are fully met.
11. An appropriate time is allocated to literacy and numeracy and good strategies have been implemented to teach the basic skills, which are associated with these. The consistency of teaching and the rate of learning have been enhanced by the implementation of the National Literacy and Numeracy Strategies. The framework for planning is in the process of development. Although the planning for English, mathematics and science is firmly established and provides appropriately for mixed age classes, progression is less secure in other subjects, and in particular geography. The school is currently addressing these issues, using relevant national guidance. Pupils with special educational needs are very well integrated. They are provided with a curriculum that is suitably matched to their needs and this is reflected in much of the planning. Individual education plans are regularly monitored and updated when appropriate. A carousel of activities, which is organised on two afternoons a week, provides semi-specialist teaching for all children in a number of foundation subjects, information technology and religious education. This arrangement involves a great deal of organisation and consequently substantial time is lost while pupils are moved to each activity.
12. The school is an important focus for the village, and its strong connections with the local community make a valuable contribution to pupils' learning. A breakfast club and an after school club are held on school premises, and although not funded or organised by the school, are run by people with strong connections with it. The school has close links to the parish church and the local congregational church, partly through visiting these churches for services and partly through having their ministers take assemblies. Additionally, however, these links are used as resources in religious education, and the information technology expertise of the congregational minister has been of great assistance to the school. Older members of the village come in regularly to help with craft activities and reading. Good use is made of the immediate environment as a resource for history and geography, and the curriculum is enriched by visits further afield when appropriate.
13. The school's very close links with its partner institutions are constructive and well organised, allowing children both to start school confidently and to move on to middle school with the minimum of disruption. The village mother and toddler group and playgroup meet on school premises, and the school holds a termly 'O-4 Day' when babies and pre-school children have a wide variety of activities to enjoy. The headteacher and staff work closely with their counterparts at their partner middle school to ease pupils' transition. Former pupils revisit the

school and do paired reading, and Year 3 pupils are invited to attend special occasions at the other school.

14. At the time of the last report, provision for pupils' spiritual development was judged satisfactory. It is now very good. As verbal and written comments from parents suggested, the school has a high regard for the development of learning beyond the purely academic. All staff make a point of encouraging the pupils to take pleasure in new knowledge. An example of this was the reception class use of the 'secret garden', where the scientific exploration of habitats and behaviour was presented as though the children were on safari. The acquisition of knowledge and understanding as a source of pleasure is reinforced in assemblies. Here the careful choice of music, good storytelling skills, and above all, encouragement to the children to reflect and take pride in their achievements and those of their friends, produce a daily experience of a very high standard. Assemblies are always a collective act of worship, but also very much celebrations of life in the school community. It is significant that even pupils whose behaviour is often problematic in the classroom are quiet and attentive during assemblies.
15. Provision for the social and moral development of pupils is good. The school takes considerable pains to ensure that children know the difference between right and wrong, both through assemblies and through the well-planned syllabus for personal, social and health education. All staff, teaching and non-teaching, provide good role models for the pupils through their excellent teamwork and mutual support. Pupils are encouraged to take responsibility and understand that they are part of a community from their first year in the school. The 'achievement assembly', held every Friday, gives every pupil in turn the chance to be recognised as a 'superstar', with a special badge to wear and a certificate to take home.
16. Provision for the cultural development of pupils is satisfactory, as it was at the time of the last inspection. The pupils explore a variety of different media in art and music, and several parents who are professional artists have come in to work with them. Pupils learn about other faiths in religious education, and the small number of multicultural books in the school's possession has been supplemented by a well-chosen selection from Devon Library Services. However, not enough is done to develop pupils' awareness of Britain as a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

17. Although the school has good procedures for assessment in English, mathematics and information technology, these do not yet cover science or religious education. The school is aware of this and systems are being developed to ensure that attainment and progress in these subjects are assessed and recorded regularly throughout the school. A particular strength of the present system is the good use of individual target cards, which are used to support the development of writing and numeracy. In addition to the base line assessment on entry to the reception class and the national tests in Year 2, pupils' progress is monitored closely through a teacher assessed National Curriculum level at the end of Year 1 and an optional SATS test at the end of Year 3. Information gained is used to form an accurate picture of each pupil's strengths and weaknesses, the gains they are making and to set accurate targets. A good start has been made in analysing the strengths and weaknesses of groups of pupils and using this information to improve the curriculum. In English, for example, weaknesses identified in both reading and writing have resulted in an adaptation of the Literacy Hour and the provision of focused teaching of reading skills, in addition to the required hour. A good start has also been made to make certain that assessments made by teachers are consistent throughout the school. Time is set aside at staff meetings to agree the levels of samples of pupils' work. Most teachers make good use of day-to-day assessments in English and mathematics to plan the next work for the pupils, but this is not rigorous enough in other areas of the curriculum. Procedures for the

identification and assessment of pupils with special educational needs are satisfactory. The special needs co-ordinator meets regularly with other class teachers to discuss the needs of individual pupils and maintains an appropriate register. Annual reviews of statements are carried out as required and statement and individual education plan requirements are fulfilled. Good relationships are maintained with outside agencies such as the health authority and the educational psychology service.

18. The school has a high regard for the welfare and safety of its pupils. The educational and personal support of the pupils is very good. Staff know their pupils well. Supervision at playtime and on visits out is of a particularly good standard. However, several written procedures for monitoring and implementing welfare and safety are not in place, and this is unsatisfactory. The school is aware of the omissions and has plans to rectify them. Attendance is satisfactorily monitored, and the school works closely with the educational welfare officer on the rare occasions when there are prolonged periods of non-attendance by a pupil. The staff handbook gives clear guidance on registration, and parents are reminded of the importance of regular attendance in the prospectus and newsletters. However, registration is carried out inconsistently. The lack of punctuality in the mornings, and the system of pupils choosing a token to select their choice for lunch, often through prolonged discussion with their parents, means that some classes have a slow start to the day.
19. The behaviour policy is a clear statement of the staff's collective views, but it gives insufficient guidance for consistency in practice. The school makes use of local authority guidelines on handling bullying, and any episodes of this kind are quickly and effectively dealt with. There is no child protection policy, which is unsatisfactory. Although there is a designated child protection liaison officer, not all staff are aware of this. Staff are insufficiently briefed on statutory child protection requirements, and the subject is not covered in the staff handbook. There is an out-of-date health and safety policy in existence, but although it includes some guidance on risk assessment, this has not been carried out as a regular routine for some time.
20. All staff have completed a first aid course. There is a box of first aid supplies in the 'community room', where asthma inhalers are also stored. The school keeps a list of pupils with special medical needs, which is regularly updated.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

21. At the time of the last inspection the school had a good partnership with parents, which is still very much the case. The vast majority of parents believe that their children like going to school, and they themselves find it approachable and helpful. They feel that pupils make good progress, and that the school encourages them to work hard. Parents also believe that the school helps their children to become more mature and responsible. The findings of the inspection endorse all these opinions. Historically, the school has a tradition for developing 'the whole child', and this ethos is still very important to some parents – more important, indeed, than academic achievement or lack of it.
22. The school has good links with parents. All staff are available for informal consultation before and after school, and there is a parents' consultation evening every term. Reports are issued in March, allowing time for improvement to be made before the end of the school year. The school issues a separate written notification of National Curriculum test results to parents in Year 2 and makes time available to discuss these. There is a satisfactory home-school agreement in place. The school provides good quality information for parents through regular newsletters, annual reports of a satisfactory standard with good features, and termly briefings on what each class will be covering. Each classroom has a notice board with items of interest to

parents. The prospectus is attractive and helpful. The governors' report is less user-friendly, but both meet statutory requirements.

23. A significant number of parents help in class, but generally on specific occasions where their expertise, perhaps artistic or horticultural in nature, is of particular value, rather than on a regular weekly basis. Parents provide a good level of support for their children's learning through hearing them read regularly, providing artefacts for class use, and so on. Curriculum workshops have not been particularly well attended by parents. The parents' association organises regular fundraising and social events.
24. Responses to the parents' questionnaire indicate that a minority feel there are areas where the school's provision for its pupils could be improved. Some feel that they are not kept well informed about their children's progress. The inspection could find no evidence to support this view. There is also concern that children do not get the right amount of homework. Comments at the parents' meeting suggest that opinion on this issue is almost equally divided between those who feel they get too much, and those who feel they get too little. The inspection found that although overall homework provision is satisfactory, mathematics homework is not set on a regular enough basis. Some parents feel that there are not enough extra-curricular activities. The inspection found provision to be broadly appropriate for a small rural first school with breakfast and after school clubs available.

HOW WELL IS THE SCHOOL LED AND MANAGED?

25. The headteacher provides effective leadership. She has a clear vision for improvement, based on raising standards further. She has analysed assessment results over a number of years and has used the information gained to inform both target setting and long-term improvement strategies. She is skilled at team building. As part of her commitment to shared responsibility she has very successfully built an enthusiastic, forward looking and effective team of teaching and non teaching staff who are all dedicated to improving the school further. However, partly due to the small size of the school and the consequent heavy teaching load of the head, there is a lack of formal procedures in several areas of management responsibility. For example, there are no up to date policies for health and safety, child protection and behaviour, and procedures for monitoring teaching and several areas of the curriculum are not focused enough. Appropriate arrangements are in place for sharing subject responsibilities among the teachers at the school but arrangements for covering headteacher absence are also not formalised. Provision for special educational needs is well managed and most of these pupils make good progress. The co-ordinator provides good leadership, fulfilling a consultative role to staff and maintaining appropriate documentation. Support staff are well involved in the work of the school and make a significant contribution towards standards and the quality of education provided. Appropriate arrangements are in place for the management of literacy and numeracy and a good beginning has been made to establishing procedures for monitoring standards and coverage in these areas. Routine administration is very effective.
26. The governors are enthusiastic supporters of the school who also have a firm commitment to raising academic standards and who have a clear perception of the school's current strengths and weaknesses. They carry out their statutory responsibilities in a proper manner. The chair and several individual governors are regular visitors to the school, supporting teaching and observing some lessons. An appropriate committee structure is in place. This ensures that the governing body keeps itself well informed about all areas of school life. The governors have procedures in place for managing the headteacher's salary that are suitably based on relevant performance criteria. The governing body as a whole, however, still has an under developed role in focused monitoring of the curriculum. The school improvement plan is a practical

working document. It mainly relates to raising standards and is appropriately costed. Its construction appropriately involves staff and governors at relevant stages. Systems for financial planning and monitoring are good. There is an appropriate finance policy and the finance committee is active and involved. Budget priorities are suitably based on school improvement plan targets and the cost effectiveness of projects is carefully considered. Recent examples of the latter include the purchase of information technology hardware, the use of building grants and the review of service agreements. The minor recommendations of the most recent audit have been fully met. Resources – including staff, the school environment and specific grants – are mostly used efficiently. The main exception is in information technology, when, because of the way the subject is currently delivered, too many pupils have to share each computer. A number of attractive displays of work serve to celebrate pupils' achievements and to stimulate their learning.

27. Levels of staffing are good and the school has sufficient resources overall to support learning across the curriculum. There was a small deficit in the money carried over to the current financial year – but this was as a result of a financial technicality and has now been satisfactorily resolved. Most of the main issues raised in the last report have been addressed. The school is effective in most areas. Its aims are appropriate and largely met. Priorities for development are firmly matched to the school's current needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and staff should address the following matters in writing the action plan, in order to raise standards and further improve the provision the school makes:

Improve behaviour in lessons by:

- Reviewing the school’s behaviour policy
- Ensuring that strategies for managing behaviour in lessons are applied consistently throughout the school

(paragraphs 5, 8 and 19)

Establish formal procedures for monitoring all areas of management responsibility including:

- Child protection
- Health and safety
- Teaching
- Pupil behaviour

(paragraphs 18, 19 and 25)

Establish structured procedures for assessing pupils’ individual progress in science and ensure that the results of assessment are used to match work provided in science lessons to the needs of pupils with different levels of prior attainment

(Paragraphs 17 and 50)

Improve the attainment of boys in English by:

- Formally analysing and establishing the reasons for their relative lack of success
- Implementing relevant strategies for improvement

(Paragraphs 1 and 36)

In addition to these key issues there is a less important weakness which the school should consider for the action plan. This involves the role of the governors in strategic monitoring of the curriculum and is indicated in paragraph 26. (The school has identified improvements in monitoring and assessment in its most recent improvement plan)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

25
22

Number of discussions with staff, governors, other adults and pupils

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4%	15%	42%	39%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	66
Number of full-time pupils eligible for free school meals	N/A	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y3
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	6	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	4
	Girls	4	4	4
	Total	9	9	8

Percentage of pupils at NC level 2 or above	School	75(44)	75 (39)	67 (61)
	National	82(80)	83(81)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	4	6
	Girls	4	4	4
	Total	9	8	10
Percentage of pupils at NC level 2 or above	School	75(59)	67(61)	83(94)
	National	82	86	87

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	49
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	20
Average class size	22

Education support staff: YR – Y3

Total number of education support staff	2
Total aggregate hours worked per week	52.5

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	149492
Total expenditure	156199
Expenditure per pupil	2479
Balance brought forward from previous year	5188

Balance carried forward to next year	-1519
--------------------------------------	-------

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	66
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	41	48	7	0	4
Behaviour in the school is good.	41	51	4	0	4
My child gets the right amount of work to do at home.	22	48	19	7	4
The teaching is good.	44	37	7	0	12
I am kept well informed about how my child is getting on.	33	30	37	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	26	0	0	0
The school expects my child to work hard and achieve his or her best.	52	37	4	0	7
The school works closely with parents.	41	41	14	4	0
The school is well led and managed.	41	41	7	7	4
The school is helping my child become mature and responsible.	52	37	7	0	4
The school provides an interesting range of activities outside lessons.	19	51	22	0	8

Other issues raised by parents

Most comments on questionnaires and at the parents' meeting were positive. The quality of teaching and the commitment of staff were praised. There is a positive and supportive ethos and a very caring atmosphere. The school prepares children well for the future. There were also some concerns. These included a lack of information about pupils' progress, an inappropriate amount of homework and not enough extra-curricular activities – including games. The inspection team agreed with the positive comments. It judged that although the provision of homework supported pupils' learning, mathematics homework was not set on a regular enough basis for all pupils. The amount of extra-curricular activity is broadly sound for a first school, but the staff are aware that it has potential to be developed further. There was no evidence that information provided on progress was unsatisfactory.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

28. Children enter the reception class at two entry points after a full and carefully planned induction programme, including home visits. If their fifth birthday is between September and February, they enter in September and the rest enter in the following January. At the time of the inspection, there were only two children under five in the school. The curriculum for the under fives is both rich and stimulating. It is appropriately based on first hand practical experiences and contains all the recommended areas of learning. Planning has appropriate regard for the specific needs of these young children. No judgements were made at the last inspection, as there were no children who were under five in the school at that time.
29. The quality of teaching is very good in all the areas of learning observed. Classroom management is particularly strong, giving very good support to the children's personal and social development. Teaching is based on a very good understanding of the needs of these young children, providing a wide experience based on practical, exciting and purposeful activities. Assessments are carried out regularly and used well to plan new work, which matches but challenges the children's individual abilities. Planning is detailed and often adapted very well during a lesson to meet the particular needs of the children. The teacher has warm, supportive relationships with the children and a happy environment is established where children feel safe and secure and are enthusiastic about their learning.

Personal, social and emotional development.

30. A significant minority of children have lower than average social skills on entry to the reception class. The teaching focuses appropriately on helping all children to learn to use classroom conventions such as putting up their hands and listening politely to each other, as well as sharing resources and taking turns. As a result of the very good teaching, pupils develop independence, show interest in their work and most can sustain concentration for a suitable time, enabling them to complete tasks. There is firm insistence on children treating one another with respect and on independence and responsibility where appropriate. After activities using a wide range of construction apparatus, for example, the teacher watches and ensures that all children take responsibility for clearing away the resources they have used. As a result of the very good teaching there is a good rate of learning and children reach the appropriate levels by the time they are five.

Language and Literacy.

31. The young children make good progress in the development of their language and literacy skills and the teaching is very good. Children are often engaged in planned and spontaneous conversations for example, when they are imagining that they are hunters in the school's 'secret garden', hunting for mini beasts. Regular opportunities are provided to share and enjoy rhymes, poetry and stories. The Literacy Hour is adapted very well to meet the needs of the under fives. It provides a range of short well focused activities which help children link sounds to letters, to see and read familiar words and stories and to attempt to write short sentences for themselves when they are ready to do so. Activities are well matched to children's abilities, are challenging and most importantly, they are fun. By the time the children are five they are above the required level and are working within Level 1 of the National Curriculum.

Mathematical development.

32. In their mathematical development, the rate of learning is good. The teaching is again very good. The approach is very lively and stimulating, which has a very positive effect on the children's attitudes towards the subject. Basic counting is reinforced regularly and as they grow older, they learn to count in two's and ten's. The formation of the children's numbers is clear and correct. Children regularly sing number songs, say number rhymes and take part in counting games. By the time the children are five, they are above the required level and are working within Level 1 of the National Curriculum.

Knowledge and understanding of the world.

33. The children make good progress in this area of learning and by the time they are five, they are above average and are working within the National Curriculum. The teaching is very good, based on a wide range of imaginative and well-planned activities. Particular strengths are in the children being able to find out about the natural world. In their 'choosing activities' outside in the 'secret garden' for example, they closely examined mini beasts they had found, recorded the pond life, made bark rubbings and worked in a compost garden to role play their gardening. All these activities involved first hand experience, exploration and discussion, resulting in excellent learning.

Physical development.

34. Owing to the nature of the inspection, it was not possible to see the children using the outdoor wheeled vehicles, or to observe them in their physical activities in the hall. Consequently, no judgement can be made about these aspects. Children learn to manipulate a good range of construction equipment and handle tools with good control, reaching above average standards.

Creative development.

35. Although it was not possible to observe any art activities, it is evident from scrutiny of the children's work and work around the classroom that the rate of learning is good and the children reach above average levels by the time they are five. Chalked pictures of close observation of flowers and pictures of Pennywell Farm are good examples of the above average standards achieved. Their imaginative role-play as hunters, gardeners and picnickers in the 'secret garden' are further examples that are above average. The teacher again provides a range of practical and exciting activities and experiences and the teaching is once more very good.

ENGLISH

36. Standards in English have risen to expected levels since the 1999 National Curriculum tests when they were well below average. Additionally, substantial increases are evident in the numbers of pupils attaining higher levels in both reading and writing. These findings are supported by the – as yet unpublished - SATS results for the year 2000, and there is an increasingly optimistic picture down the school. Standards at the end of the reception year are above average, while standards at Year 1 are a little above average and at Year 2 they are average. This is an indication of the success of the impact of the measures the school has implemented. At Year 3 they are below average, having improved since the 1999 SATS when they were well below average. The reasons for the previously very low standards are mainly concerned with the relatively high numbers of pupils with special educational needs in small cohorts of pupils. Standards dropped substantially after the last inspection when they were judged to be generally higher than the national expectation, but with weakness in phonics, spelling, punctuation and presentation. The school has been through a turbulent period with a high turnover of staff, but is now highly focused on raising standards with a good measure of success. The successful implementation of the Literacy Hour and focused daily support for identified lower achievers have contributed well to the improved standards. Previously identified weaknesses have been successfully addressed. Phonics are now taught well and

standards are satisfactory. Spelling is good and presentation and handwriting have shown improvement. Literacy is taught well across the whole curriculum as when, for example, pupils have to write up reports on scientific investigations they have carried out or when they use a 'talking' word processing program in an information technology lesson. The attainment of boys in English is significantly lower than that of girls, more so than the national picture. This judgement is supported by National Curriculum test results.

37. The rate of learning is very good in the reception class. It is good at Key Stage 1 and in Year 3 it is satisfactory. The teaching mirrors the learning. Overall, the rate of learning is satisfactory. Throughout the school and in particular in Year 3, there are sometimes weaknesses in pupil management, resulting in small but significant groups of pupils (in particular boys) being off task. This sometimes holds up the teaching and learning of the whole class, resulting in a satisfactory rate of learning, although the teaching is good. Good gains are made in the acquisition of the basic skills of reading and writing which are taught very well through the Literacy Hour. There is good support for spelling development through well-focused regular teaching and through homework. Teachers' expectations of both work and behaviour are very high in the reception class and in the rest of the school they are satisfactory. On a few occasions at Key Stage 1 and in Year 3, expectations of behaviour are not high enough. All teachers work very well with their classroom assistants who are used very profitably, particularly to support pupils with special educational needs who make good gains in their learning overall.
38. Pupils are given many opportunities to develop their speaking and listening skills, both during literacy lessons and across the subjects of the curriculum. In a geography lesson for example, Years 1 and 2 pupils were able to discuss the leisure facilities in Ide, whilst on another occasion, Years 2 and 3 pupils explained the effects of exercise on their bodies in a physical education lesson. Language is also developing through a structured approach in literacy lessons. A focus on raising questions and answers, in Years 1 and 2 is a good example of this and this extends pupils' spoken language. Throughout the school, pupils' speaking is above average but listening skills are not so well developed.
39. Pupils are supported very well in the early stages of learning to read. By the end of Key Stage 1, they use well-established phonic skills and word building strategies for tackling unfamiliar words and making sense of the text. Almost all become fluent readers who enjoy both fiction and non-fiction books. A good number are starting to express preferences for styles of books and authors, for example Martin Waddell. Year 3 pupils are, overall, not as good readers as Year 2 pupils and do not have the benefit of the same well founded decoding skills that most of the rest of the school have acquired. Teachers pay good attention to hearing pupils read. Regular guided reading group sessions are well focused with clear learning objectives and teachers make good records of pupils' strengths and targets for development.
40. The school has targeted the development of writing and has employed a number of strategies to support this. These are already proving successful. By the end of Key Stage 1, for example, spelling is good and pupils use story language, use a widening vocabulary and have a developing sense of audience for whom they are writing. They write widely across the curriculum in a variety of styles and for a variety of purposes. Book evaluations, recipes, instructions, poems and letters are good examples of this. Although examination of work from previous years indicates good improvement in both handwriting and presentation, there are still insufficient pupils joining their handwriting consistently in Year 3. Individual target cards are a good strategy for the improvement of spelling, punctuation and presentation. When pupils are involved in extended writing tasks, for example, these are very effective in reminding both the pupil and the teacher what are the targets for improvement for each pupil. Gains are evident in the correct placement of capital letters and full stops, and in the size of letters and spacing of words.

41. Pupils' attitudes and responses towards English are good throughout the school. Pupils are mainly attentive and interested, but a small number are off task and at times are unchecked, resulting in a noise level that is unacceptably high. Attitudes towards reading are good, most pupils enjoy reading regularly both at home and at school. Pupils discuss sensibly in pairs and in groups. When making up limericks, for example, in Year 2, they tried out their ideas on each other, reading their work aloud to try out the rhythm and to ensure it made sense.
42. Medium term planning is sound and is firmly based on the National Literacy Strategy. A good system for assessing and recording pupil's progress is in place. English is well co-ordinated, giving very good leadership to the diagnosis of weakness in the subject and the effective implementation of strategies to help to raise standards. Resources are sufficient and the school is aware of its own book stock being low. Books are augmented by the Devon Loan Service and together these are sufficient.

MATHEMATICS

43. Standards achieved in the 1999 tests of seven year olds (SATs) were well below the national average. They were also well below average in the tests of the previous two years. This appears to indicate a decline in the good standards noted at the time of the previous inspection. However, cohorts of pupils have been small, so that the performance of individuals can distort the overall picture, and there has been a significant number of pupils with special educational needs within them. Over the past two years, the school has had a strong drive to raise standards and has introduced a number of strategies, including extra support and targets for individual pupils, to achieve this. These strategies – along with the successful implementation of the National Numeracy Strategy and some very good quality teaching – are already having a very positive effect. Standards – particularly in numeracy - are now slightly above expected levels at the end of Key Stage 1, (although still below these at the end of Year 3). These findings are substantiated by the results of the most recent - but still unpublished - National Curriculum tests. Pupils' achievement is satisfactory overall and is improving. Most enter school with broadly average mathematical skills and knowledge. Their rate of learning is particularly good at the lower end of Key Stage 1, which indicates that the school's stringent targets for even higher standards in the future are likely to be reached. Pupils with special educational needs are well supported in lessons and most make good progress in relation to their prior attainment. Boys have achieved relatively worse than girls in recent national tests. However, there was no evidence to support this in mathematics at the end of the current Year 2.
44. Most mathematics lessons appropriately focus on numeracy, and contain a significant element of mental arithmetic. The youngest Key Stage 1 pupils count successfully in ones, twos and tens, with higher attaining pupils able to count in larger numbers such as thousands. By Year 1, pupils are clear about the difference between odd and even numbers. Some are aware of the rules governing the ability to make even numbers from combinations of either even or odd ones. All know their number bonds to ten, and most to twenty. They have a clear understanding of simple fractions. Year 2 pupils are all able to solve simple problems involving money. Most can add and subtract within fifty pence, knowing how to subtract by counting on. Higher attaining Year 2 pupils are very confident users of money who complete relatively complex money problems successfully. They are also able to find patterns in given sequences of numbers. By the time they reach the end of Year 3, most pupils have gained a good understanding of place value and are in the early stages of learning multiplication tables. Other areas of mathematics are not neglected. Year 1 pupils, for example, know the names of several different two-dimensional shapes and understand the concept of line symmetry. Year 2 pupils record information in a variety of ways, including pictograms and bar charts, while Year 3

pupils successfully estimate and measure length. Mathematics is also used very well to support learning in other areas of the curriculum. An example of this seen during the inspection was in a Key Stage 1 science lesson, where pupils measured and compared their height with the size of their hands.

45. Teaching was good in 50 per cent of the mathematics lessons seen during the inspection. In the other 50 per cent it was very good. The main reasons for the strength of mathematics teaching at the school are that work is usually very well matched to the needs of individuals or groups within a class, and that activities have a good level of interest and challenge. This means that pupils are stimulated. They want to achieve well and work at a good pace. Methods have suitable variety, and planning has due regard for the achievements of pupils in previous lessons. Pleasant relationships and positive discipline support good behaviour, while class discussions are used well to enhance the self esteem of individuals. In the most successful lessons, pupils' attitudes towards mathematics are very positive. They are keen to contribute sensibly to class discussions, they focus well on group tasks and co-operate successfully with one another. Their behaviour is consistently very good. Very occasionally, some pupils are inclined to call out inappropriately during mental mathematics sessions. Overall, however, pupils of both genders at the school are very interested in mathematics and this is having a very positive effect on the standards they are achieving.
46. The school's provision for mathematics is good overall. Good planning and assessment strategies are in place, although the school feels that the latter need to be further refined. The co-ordinator – who is the headteacher – carries out some monitoring of classroom practice, but this is not yet focused enough. Further improvements to aspects of mathematics are appropriately highlighted in the school's most recent improvement plan.

SCIENCE

47. In the 1999 teacher assessments of seven year olds, the percentage of pupils who reached the expected Level 2 or above was below average, but the percentage who reached the higher Level 3 was average. The current Year 2 pupils have achieved better, and inspection evidence indicates that standards are now at least at the expected level at the end of Key Stage 1, although still slightly below this at the end of Year 3. These findings are supported by the most recent – but still unpublished – National Curriculum assessments. Pupils enter the school with broadly average knowledge and understanding. Their rate of progress is satisfactory overall, but particularly strong in their earlier terms of schooling, and there are indications of a continuing rise in standards at this stage of their education. It is difficult to accurately compare current standards with those identified at the time of the previous inspection. However, they would appear to be broadly similar.
48. Younger Key Stage 1 pupils successfully predict and investigate how far away sounds can be heard and, with some adult support, record their findings on a chart. They also understand the characteristics of a variety of materials. Year 2 pupils measure the relationship between their height and hand size. Several are beginning to understand the need for 'fair testing' in an investigation. Most are aware of the different stages of human, animal and plant growth and can construct simple circuits. Year 3 pupils successfully investigate magnetism and light sources, with a satisfactory understanding of the formation of shadows. They are able to separate soil particles through sieving.
49. Teaching is satisfactory overall and pupils mostly enjoy science. However, there were specific strengths and weaknesses within the lessons seen during the inspection. Lessons were well planned to ensure continuity between the work carried out by pupils of the same age who were

in different classes. Methods were appropriately varied and this maintained the interest of the majority of the pupils. Activities provided were broadly challenging. However, investigations were too adult directed and tasks provided were not closely enough matched to the needs of specific groups within classes – which had an adverse effect on the standards being achieved. There was also inconsistency in pupil management. As a result, the pace of pupils' learning was adversely affected at times, with a significant minority not concentrating on their work. During one of the two science lessons seen during the inspection, the pupils were attentive during the introductory discussion. In the other, there was some inappropriate calling out. In both lessons, a number of pupils were noisy and did not work effectively during group activities that were not directly supervised by an adult.

50. Planning structures are recent and help ensure that the requirements of the National Curriculum are met. However, formal procedures for assessing the achievements of individual pupils have still to be established, and the results of assessment are not used effectively to inform planning and grouping within classes. The well-informed co-ordinator has intentions to rectify this situation in the near future. Monitoring of teaching in the subject is also appropriately featured in the co-ordinator's plans for the future. Very good use is made of the school's external environment to support the delivery of science.

ART

51. It was only possible to see one art lesson during the inspection. Judgements, therefore, are mainly based on analysis of displays of previous work, observations of planning documentation and discussions with pupils and teachers. Standards have remained the same since the last inspection – broadly at the expected level throughout the school, with some attainment above this.
52. Pupils are developing a satisfactory range of skills using a broad variety of media. Examination of work shows examples of pencil, paint and a range of materials being used to produce pictures, close observation work, weaving, collage and three-dimensional artefacts. Pupils examine the techniques of famous artists such as Van Gogh and successfully replicate these themselves. Skills are gained systematically and used in a progressive range of tasks, making gains in learning satisfactory overall. It is not possible to make judgements about teaching overall from the evidence of one lesson. However, it is clear that teachers are skilled in linking art work to other areas of the curriculum. The visit to Pennywell Farm is a good example of this. Starting points for work often stem profitably from closely observing the environment. Pupils using the pattern and shape in the school playground as a starting point for a mural they are making is a good example of this.
53. Leadership of the subject is satisfactory. Art has not been a focus of recent development. New documentation is in the process of development, using recent government guidance. Good links are maintained with parents and friends who have artistic talent. There is a good number of support activities such as pottery, glass painting and sewing, which extends learning opportunities for the pupils.

DESIGN AND TECHNOLOGY

54. No full design and technology lessons were seen during the inspection as the subject is largely delivered during blocks of time. Examination of previous work and planning documents indicate that a suitable range of activities is provided for the pupils and that standards achieved are broadly as expected at the end of Key Stage 1 and the end of Year 3 – which was also the

judgement of the last inspection. The youngest Key Stage 1 pupils make effective use of a good range of construction apparatus. They generate ideas well through shaping, assembling and re-arranging materials and components. They also explore different ways in which paper can be joined, and improve their designs for simple musical instruments after a process of elementary evaluation. They were involved in the manufacture of a tent to use in the school grounds, being able to suggest ways of improving the eventual construction and, for example, make it safer. Year 2 pupils produce labelled diagrams of puppets and moving vehicles, prior to making these out of a range of materials with an appropriate range of skills. Year 3 pupils successfully weave on a speed loom.

55. The co-ordinator has a clear view of the subject's strengths and weaknesses. Monitoring of standards and coverage is, however, still informal.

GEOGRAPHY

56. Only one lesson took place during the period of the inspection. Judgements, therefore, are also based on the evidence of previous work, discussions with staff and pupils and planning documentation. From this range of evidence, indications are that standards are broadly as expected throughout the school and have remained the same since the last inspection.
57. At Key Stage 1, pupils are developing an appropriate understanding of plans, maps and mapping. For example, they study plans of the classroom and school and use maps of the local area to mark their route when walking around the village. They have sound knowledge of environmental issues, such as 'making the local area safe' and 'problems of traffic in Ide'. Their knowledge of places beyond their own environment is extended well by a residential trip to Salcombe, where they compare and contrast this area with their own. Further afield studies are also covered effectively through the 'Walk Around the World' project, which gives the pupils a sound understanding of other countries and other cultures. A good example of this is their work concerning 'Joe Homan in India', where pupils gain an understanding of other places and how they differ from our own. Overall, a good curriculum is provided for pupils, offering many opportunities for trips out and interesting activities.
58. No overall judgement is made of the teaching, as only the one lesson was seen. In this lesson the teaching was satisfactory. A clear introduction, which includes the learning objectives, helped to ensure the pupils' interest in the topic. The content of the lesson was good, providing a range interesting and relevant activities. An aerial photograph of Ide was used effectively, for example, to identify where leisure activities were carried out and these activities were usefully classified into a Venn diagram. Pupils showed interest and enthusiasm and were very confident about expressing their opinions in discussions, using good thought and powers of deduction. A small but significant number of pupils, however, slowed the pace of the lesson, and thereby the learning, by not listening politely to one another. The teacher controlled the situation in the short term, but this behaviour was repeated again in a later part of the lesson.
59. Relevant policies are in need of revision and a new scheme of work is in the process of being written, which includes the use of recent government guidance. Good use of the local community greatly enhances the geography curriculum.

HISTORY

60. It was not possible to see any history lessons during the course of the inspection. However, examination of planning documents and previous work, and discussions with staff, indicate that a suitably broad and relevant history curriculum is provided for the pupils. Standards are broadly as expected – which is a similar finding to that of the last inspection. Key Stage 1 pupils, for example, have a good understanding of the background to the Gunpowder Plot.

Pupils in Year 3 know a good range of facts about the Roman invasion of Britain, including the kinds of food Romans ate and the clothes they wore. They are aware of the significance of their local area in Roman times and have developed some empathy with the plight of the invaded. They also know well what the analysis of artefacts such as necklaces and shields can tell historians about the indigenous Celts.

61. History is currently delivered as part of a four year rolling programme of topics, some of which are linked to other subjects such as religious education. There is a shortage of artefacts to support history teaching but the school rectifies this to some extent by using local resource centres. The policy is due for revision in line with National Curriculum initiatives.

INFORMATION TECHNOLOGY

62. Standards in information technology are broadly as expected at the end of Key Stage 1, which is an improvement on the findings of the last inspection. There was not enough evidence to judge overall standards in Year 3. The school has recently invested in a substantial amount of new hardware and this is beginning to have a positive effect on the standards being achieved. It is not yet fully or effectively deployed, however, and this means that not all elements of the National Curriculum for information technology have yet been delivered. In particular, pupils have not yet had the opportunity to generate and communicate ideas in the form of tables. The school has recently acquired the relevant software to fill this gap.
63. The youngest Key Stage 1 pupils can programme a simple mobile device to control its forwards and backwards movement and know how to cancel its memory. Others quickly learn how to use a 'talking' word processor. By the end of this key stage, most can load and save text, and change font type and size. They also have some idea about how to use a digital camera. Information technology is also used to support learning in other subjects and areas of the curriculum. For example, during a Year 1 science lesson focusing on sounds, a group of pupils successfully used an art programme to draw musical instruments. They knew how to save and print their work. Year 2 pupils have used computers to draw plans and maps. During the inspection, a group of Year 2 and 3 pupils used 'clip art' techniques to design sun safety posters. They identified the images they wanted, moved them to their posters, changed their size and position and made appropriate headings. They had intensive support from two visiting adults and their rate of learning was good.
64. Teaching of information technology is satisfactory overall. Assessment information sets appropriate starting points for lessons and the recently acquired hardware and software stimulate pupils' interest. Clear explanations make pupils fully aware of what they are trying to achieve. Questions are suitably challenging. During the inspection, most of the information technology skills teaching took place in a semi-specialist setting during the course of an afternoon involving music and physical education as well. This was not entirely successful as too much time was wasted through changing from activity to activity. Discipline was broadly effective and the pupils were interested in the work for much of the time. There was, however, some lack of concentration on the part of a substantial minority, as the activities provided were not all appropriate for large groups of pupils who had to share a small number of computers.
65. The headteacher – who is the subject's co-ordinator – is well aware of the subject's strengths and weaknesses and has a clear vision for improving provision yet further.

MUSIC

66. Pupils are meeting the end of key stage descriptors for music at Key Stage 1 and reaching appropriate standards by the end of Year 3. This finding is similar to that of the last inspection.
67. Music plays an important part in school life. Strengths are indicated in pupils' performances when they participate in such events as the 'Devon Proms', where the young pupils were congratulated recently on their confident performance. A good number of pupils benefit from the peripatetic music tuition. Extra curricular provision for recorder and guitar clubs and, on occasions, an orchestra, provide a good range of extra opportunities.
68. Whole school singing is melodious and joyful, with pupils clearly enjoying participation. Music is taught throughout the school by one teacher. The teaching is good and the gains in learning were good during the lessons seen. Most pupils can identify a range of different styles of music and talk about a variety of instruments, knowing the families to which they belong. In a Year 3 lesson, for example, pupils identified jazz music, correctly relating it to 'sleepy' music. They identified a range of instruments and talked about the families to which they belonged, for example wind and string families. Lessons are well planned, using good subject knowledge, and involve the pupils in practical music making whenever possible.
69. Pupils are generally interested and motivated by activities. A small number (boys in particular), are difficult to involve and motivate in activities and do not complete tasks. In addition, there is inappropriate calling out on some occasions. These factors slow the learning from good to satisfactory in the lessons where this occurs.
70. Appropriate planning is in place and the co-ordinator gives good leadership to the subject. She ensures that the good traditions for music and links with the community in musical activities are maintained.

PHYSICAL EDUCATION

71. Only one lesson was observed during the inspection. Evidence from this lesson and examination of planning documents, as well as discussions with staff and pupils, indicate that standards overall are broadly at the expected level. There continues to be a number of pupils who achieve high standards. Owing to the pressures of time with the implementation of literacy and numeracy strategies less time is given to physical education compared to the time of the previous inspection. Consequently the above average standards have not been maintained.
72. In the one lesson seen, the teaching was of a good quality and the pupils were making good gains in their learning. One teacher takes all the classes throughout the school and as a result all pupils have access to this good quality teaching. Very good pupil management is a key strength of the teaching, as some classes are large and the hall provides insufficient space for classes of this size. It is due to the good organisation and management of pupils that the lessons are successful. A good range of physical activities is planned, involving pupils in sustained physical activity. Expectations of pupils are high, for example they must clearly explain the effects of exercise on their bodies. Additionally the teacher ensures that pupils evaluate and improve their own performance both independently and as a whole class, when observing each other's work. Pupils made good gains in physical fitness in the lesson seen. Overall, learning is only satisfactory through the school. This is because there are limited opportunities to take part in physical education.
73. Pupils show good interest and enthusiasm in the subject and their behaviour is generally satisfactory. A small number of pupils, boys in particular, find it hard to cope with the crowded conditions, but this is managed very well by the teacher and does not substantially interrupt the rate of learning.

74. The subject has not been a focus of recent development, but is now due for an update of documentation using relevant government guidance. Leadership is satisfactory. Resources have been audited and updated and areas for development identified. For example, it has been decided that there is a need for a member of the community to support the pupils in extra curricular football, thus extending the present range of activities on offer. A strength of the subject is the commendable effort put into Maypole dancing, thus involving pupils extensively in community events.

RELIGIOUS EDUCATION

75. Only one lesson took place during the period of the inspection. Judgements, therefore, are also based on the evidence of previous work, discussions and planning documentation. Current work at both key stages relates to the Locally Agreed Syllabus and standards are at the expected level, which is a similar finding to that of the last inspection. Younger Key Stage 1 pupils understand that some places are special to believers. By the end of the key stage, pupils are able to reflect on the uniqueness of individual people. They also have a wide knowledge of aspects of major world religions – such as festivals and traditions – including Christianity and Hinduism. Pupils in Year 3 have a good recall of salient points from Old Testament stories and have well thought out ideas about the significance of biblical symbols.
76. There was not enough evidence to judge the quality of teaching overall. However, in the one lesson seen, the teaching was good. The teacher challenged the pupils to think deeply about the concepts the class was exploring which successfully extended their understanding of the issues involved. Methods were varied and effective. A range of management strategies was in place, although these were not always successful. Most pupils were interested in the lesson content. A significant minority, however, was more enthusiastic about expressing its own views than listening to those of others. Overall, the lesson – which included time for well-respected silent reflection – made a positive contribution to both spiritual development and religious understanding.
77. Most religious education teaching is delivered weekly through a semi-specialist rotation of subjects. This enables the enthusiastic co-ordinator to maintain an overview of what pupils are learning in the subject – although she does not have the opportunity to monitor its delivery by other teachers. Formal strategies for assessing and recording individual achievements in the subject are not yet in place, however. There are well-established links with the local church.