

INSPECTION REPORT

**BROADHEMBURY CHURCH OF ENGLAND
PRIMARY SCHOOL**

Honiton

LEA area: Devon

Unique reference number: 113349

Headteacher: Mr G Read

Reporting inspector: Ms D Wilkinson
23048

Dates of inspection: 8th – 10th May 2001

Inspection number: 191692

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary controlled

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Broadhembury
Honiton
Devon

Postcode: EX14 3NF

Telephone number: 01404 841304

Fax number: 01404 841778

Appropriate authority: The governing body

Name of chair of governors: Mr A Luscombe

Date of previous inspection: 24th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23048	Ms D Wilkinson	Registered inspector	English Art and design Geography History Music Religious education The Foundation Stage English as an additional language	What sort of school is it? The school's results and pupils' achievements Pupils' attitudes, values and personal development How well are pupils taught? What should the school do to improve further?
13526	Mr R Barnard	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
11772	Mr M W Yates	Team inspector	Mathematics Science Information and communication technology Design and technology Physical education Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

H & G Associates
2 Mead Road
Cranleigh
Surrey
GU6 7BG

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 73 pupils (33 boys and 40 girls) from Reception to Year 6 all attending full time. Reception children attend for three afternoons a week in the half term before they are five. They then attend full time. The school is a Voluntary Controlled Church of England primary and is smaller than average with only three classes, all of which have more than one year group. The school has been affected by a high number of staff changes since it was last inspected, particularly in senior management. Few pupils (1.6 per cent) are from ethnic minority backgrounds and, at present, all are fluent in English. The majority of pupils (74 per cent) come from outside the school's immediate catchment area. Currently 23.6 per cent of pupils have special educational needs and 1.3 per cent have a specific statement of need. This is around the national average. Only a very small number of pupils (currently 2.7 per cent) are known to be eligible for free school meals and this is below average. Pupils come from a wide range of backgrounds including both owner occupied and rented homes, but generally the majority come from an average background. The attainment of children entering the Reception class varies but, overall, it is around average and is the same as at the previous inspection.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education overall, although, since the arrival of the present headteacher, good progress has been made, particularly in improving the quality of teaching, and the personal development of pupils and raising standards at the end of Key Stage 1. There is now a shared commitment amongst staff, governors, parents and pupils to improve further and all are working hard to achieve this. Other areas needing attention have been correctly identified and prioritised in the school development plan, although some initiatives, for example effective monitoring of all the school's work, have not yet been put in place. Others, such as the improved provision for information and communication technology (ICT), are helping to make rapid progress, but have not had enough time to improve standards sufficiently at the end of Key Stage 2. Currently the school gives satisfactory value for money.

What the school does well

- The high levels of good and very good teaching result in pupils making good progress in lessons.
- The provision for pupils' moral and social development is very good, pupils behave very well and relationships are very good throughout the school.
- The headteacher provides strong leadership and is directing the work of the school well. His enthusiasm and rapport with pupils are having a very positive impact on improving provision and standards.
- Pupils with special educational needs are supported well and make good progress.
- The school's links with parents are effective and are having an increasing impact on the school.

What could be improved

- Standards at the end of Key Stage 2.
- Assessment procedures and their use in monitoring pupils' progress and the work of the school.
- The monitoring and evaluation of the school's work, particularly of curriculum development and the standards achieved.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been satisfactory improvement overall since it was last inspected in February 1997. The rate of improvement has been adversely affected by four changes of headteacher, including a temporary appointment, none of whom has stayed for more than a year. As a result, although action plans were put in place to address the issues, procedures were often changed or revised with the arrival of each new headteacher. Three of the key areas identified have been fully addressed, but two still require improvement. Very good improvement in the provision for children in the Foundation Stage means they now they make good progress. Satisfactory schemes of work are in place for all subjects and the school has plans to improve these further. Medium-term planning is now satisfactory and meets the needs of all year groups in each class well. Assessment and recording procedures for the foundation subjects have not improved sufficiently. They do not give teachers sufficient advice to help future planning, although teachers' good knowledge of pupils ensures planning is satisfactory. Systems for monitoring the quality of teaching have improved and governors now receive sound advice on this aspect of the school's work. However, although the systems for monitoring the curriculum and standards have been set up, they have not been implemented and so this information is not yet available to help governors direct the work of the school. Other areas which have improved, particularly recently, are the quality of teaching, the provision for pupils' personal development, resulting in the very good behaviour and relationships seen, and standards at Key Stage 1, particularly in ICT. Since his arrival in September, the new headteacher has analysed the strengths and areas for improvement well. He has made effective decisions on which areas to prioritise and this is helping to improve the work of the school and raise standards. He has put secure plans in place to address the outstanding issues.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	D	E	E*
Mathematics	E	C	B	B
Science	D	C	C	C

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E
Very low	E*

This shows, that in 2000, in the Key Stage 2 tests, the school's results were above the average of all schools and also schools in a similar context in mathematics, and close to the average in science. In English, the results were well below the average of all schools and very low in comparison with similar schools. Since 1997, results have improved in line with national trends in mathematics and English, but better than this in science. However, the small numbers in each year group means results vary from year-to-year, being very closely linked to the ability of the individual pupils in the cohort. The group of pupils who took the tests last year made much better progress than expected from the end of Key Stage 1 in mathematics and science, although they did not make the expected progress in English. This is partly because a third of these pupils had special needs in English. In addition, reading comprehension skills were below average. In the 2000 tests, at the end of Key Stage 1, the school's results were below the average of all and also similar schools in reading and mathematics and well below the average in writing. This is largely because

a third of pupils in this group had special educational needs. Teacher assessments in science show standards were around average. As at Key Stage 2, the small number of pupils in each year group makes comparisons more difficult. However, since 1997, the results have improved more than in most schools although, overall, they have been below the national average. The school has been recognised for the improvement in standards for which it has received a national award.

Currently, children in Reception make good progress to achieve well for their abilities. By the time they enter Key Stage 1, overall standards are around those expected for their age, but they are higher in personal, social and emotional development, reading and handwriting skills, knowledge and understanding of the world and art. At Key Stages 1 and 2, all pupils, including those with special educational needs, make at least satisfactory progress to achieve appropriately for their abilities. Progress and achievement are good in art across the school and in geography and ICT at Key Stage 1. Key Stage 1 pupils reach the standards expected in all subjects except ICT, where standards are above expectations. As no lessons were observed, it is not possible to make a judgement about standards in physical education. Standards at the end of Key Stage 2 are well below average in English, mathematics and science. This is mainly because a significant number of pupils in Year 6 have special educational needs. These pupils have made satisfactory progress since the end of Key Stage 1, but the targets set in 1998 are too high for this year group. Standards are also below average in ICT. In all other subjects, Key Stage 2 pupils reach standards which are in line with national expectations. The standards achieved by Years 3, 4 and 5 are better and the majority reach at least average standards in all subjects. At both key stages, pupils with special educational needs are well supported and make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, this helps pupils to concentrate, work hard and make good progress in lessons.
Behaviour, in and out of classrooms	Very good. The majority of pupils behave well in lessons. Behaviour at break and lunch times is exemplary. There is no bullying or unkind behaviour.
Personal development and relationships	Relationships are very good. Pupils work and play together very well and develop very good social skills.
Attendance	Satisfactory and very few pupils are late.

The very good relationships seen are significantly supported by the relationships teachers have with pupils and the excellent rapport the headteacher has with staff and pupils.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
28 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.

The great majority of teaching in the school is good or better (79 per cent) and a high proportion (29 per cent) is very good. No unsatisfactory teaching was seen. This is an improvement since the last

inspection. Good teaching was seen across the school and over a range of subjects. A significant strength is the effective way teachers organise and manage their classes, meeting the needs of pupils in the mixed age classes very well and leading to good progress in lessons. Teaching and learning in the Foundation Stage are very good where adults have a good understanding of the needs of children and high expectations of what they can achieve. The basic skills are taught and assessed well. At Key Stage 1, teaching and learning are good with 92 per cent of lessons being good or better and 31 per cent being very good. The strengths of teaching are in the deployment of classroom assistants, the teaching of the basic skills of literacy and numeracy and the way in which pupils are helped to improve their work. At Key Stage 2, teaching is good, with 61 per cent of lessons being good or better and 15 per cent very good. The strengths are in the way literacy, ICT and music skills are taught. Most activities are challenging and interesting and motivate pupils. Good feedback on their work is given in lessons, but marking is inconsistent and does not always give advice on how to improve. The teaching of pupils with special educational needs is good. There is a good awareness of pupils' needs, activities are well matched to their abilities and in lessons, trained classroom assistants support their needs well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, it is broadly based, with sufficient time being allocated to each subject and an appropriate emphasis on mathematics and literacy.
Provision for pupils with special educational needs	Good. They are well supported and make good progress towards the targets set in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, and very good for moral and social development resulting in the very good relationships and behaviour seen. Cultural development is good although less emphasis is given to teaching pupils about the cultural diversity of society in Britain.
How well the school cares for its pupils	The procedures for monitoring and promoting pupils' personal development, welfare and attendance are good, and very good for behaviour. Those for assessing and monitoring pupils' attainment and progress are unsatisfactory.

The school makes good efforts to involve parents in their children's education and is developing a successful partnership which is having a positive effect on pupils' attitudes and achievements. Teachers know pupils well and this helps them to address all their needs effectively. Good attention has been paid to the range of needs and abilities in the mixed age classes. There has been good improvement to the curriculum for children in the Foundation Stage and also that for information and communication technology.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher is providing strong leadership and directing the work of the school well. Because of the many changes in staff, subject management and leadership are unsatisfactory, particular in science and some foundation subjects.
How well the governors fulfil their responsibilities	Satisfactory at present. They have a good understanding of the strengths and weaknesses of the school and are increasing their involvement in its work. All statutory requirements are fully met.
The school's evaluation of its performance	Although progress has been made since the arrival of the new headteacher, this aspect of the school's work is unsatisfactory, largely because the procedures for assessing the impact of its work are not fully in place.
The strategic use of resources	Good financial planning is well linked to educational developments. Initiatives are prioritised and linked in the school improvement plan. Specific grants are used well. Computers are particularly well used to support the school's work.

The staffing, accommodation and resources are satisfactory overall and are effectively used to support teaching and learning. However, the accommodation for physical education is not satisfactory although the school works hard to ensure this does not affect standards. The school applies the principles of Best Value well and makes good decisions in its purchasing, for example in new computers.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twelve parents attended the pre-inspection meeting and 51 per cent of all parents returned the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, work hard and are making good progress. • Children behave well and are helped to become more mature. • Teaching is good. • The school is well led and managed. • The school welcomes their involvement and informs them well about its work. • All staff are approachable and any concerns they have are addressed well. 	<ul style="list-style-type: none"> • Homework to be given more regularly and a timetable sent to parents so they know what to expect. • More information about how well their children are doing. • Less staff changes than there have been in recent years. • The extra-curricular activities. • Better accommodation for physical education.

Inspectors agree with parents' positive views and to some extent with their criticism. The school is now giving parents more information about homework through home/school diaries and the annual reports will be in a consistent format this year. There are still difficulties in maintaining stable staffing, due to circumstances outside the school's control. The number of extra-curricular activities is satisfactory, but the number of pupils attending is affected by the fact that many travel by the school bus. Inspectors support parents' views on the lack of accommodation for physical education. However, the school continues to seek ways to improve this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The number of children entering the Reception class each year is very small compared with most schools. This means that the overall standard on entry, as seen in the baseline assessments, varies from year-to-year. However, generally standards are around average. Due to the very good teaching they receive, children in the Foundation Stage make good progress in their learning and achieve well for their abilities. The overall standards children reach by the time they enter Key Stage 1 are around those expected for their age, although in their personal, social and emotional development, their reading and handwriting skills, their knowledge and understanding of the world, and their art skills in creative development, they exceed them.
2. Children behave very well, work and play happily together, work hard and begin to develop independence. Most children read simple words accurately and build new ones from reading the sounds. Their handwriting is legible and well formed. They have a good scientific knowledge, for example of living things and materials, and also knowledge of the area in which they live. Children use the computer well to help their learning, such as in processing information to create a graph or designing patterns. Their art work, for example in weaving or collage, is of a good standard. In all other aspects of their learning, the majority of children reach the standards expected for their age.
3. In 2000, in the National Curriculum tests at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was below the national average in reading and writing and well below average in mathematics. However, the proportion achieving the higher Level 3 was above average in reading and below average in writing and mathematics. Overall, taking account of the full range of attainment, results were below the average of all and also similar schools in reading and mathematics and well below average in writing. Because the number in the year group is small, the below average results are largely because four of the eleven pupils who took the tests had special educational needs. Teacher assessments in science indicated that, last year, 91 per cent of pupils achieved the expected Level 2, close to the national average, and 45 per cent of pupils were recorded as attaining the higher Level, which was well above the average. Because the numbers in each year group are very small in comparison with most schools, each year's results are very closely linked to the ability of the individual pupils in the cohort. The terms of the school's success is more easily seen by judging the progress pupils make as they move through the school, which has been satisfactory for this group of pupils. In the last inspection report, standards in English were judged to be average at the end of both key stages and this differs from the results of the National Tests for that year. Since the school was last inspected in 1997, the test results have improved more than in most schools although, overall they have been below the national average. Inspection evidence indicates that this year, standards in reading, writing and mathematics are better and, for current Year 2 pupils, standards match the national average in English, mathematics and science.
4. In 2000, in the National Curriculum tests at the end of Key Stage 2, the proportion of pupils achieving the expected Level 4 or above was very high in science, above the average in mathematics but well below the average in English. The proportion achieving the higher Level 5 was above the average in mathematics, close to the average in science and well below the average in English. Overall, taking account of the full range of attainment, results were above the national average in mathematics, average in science but well below the average in English. In comparison with similar schools, results in mathematics were above average,

those in science were close to average but were very low in English. At the time of the last inspection in 1997, standards were judged to be average in all three subjects although this was not the same as in the national tests for that year. Since then results have improved in line with national trends in mathematics and English but better than this in science. The school has been recognised for the improvement in standards for which it has received a national award. As at Key Stage 1, the small number of pupils in each year group makes comparisons more difficult. The group of pupils who took the tests last year made much better progress than expected in mathematics and science, although they did not make the expected progress in English. This is partly because three of the pupils who took the tests were on the school's special educational needs register, with specific language or behavioural needs. In addition, there was also one pupil who was not fully competent in English because, for this pupil, it was an additional language. In addition, the new headteacher has correctly identified the need to focus more closely on reading comprehension skills at Key Stage 2. This was another reason why standards were lower in the Key Stage 2 tests last year, particularly for the more able pupils.

5. There are only a very small number of pupils in the current Year 6, very few of whom reach average standards in English, mathematics or science although a significant number have special educational needs and all are achieving appropriately for their abilities. They have made satisfactory progress since they took the national tests at the end of Key Stage 1 because, at this time also, very few reached average standards, being a whole year behind most other pupils of their age. Taking this into account, the targets set in 1998 for at least Level 4 attainment in English and mathematics for this year group are too high and are not likely to be achieved. The present headteacher has revised these to a more realistic level. In all other year groups at Key Stage 2, the majority of pupils are reaching the standards expected for their age and achieving appropriately for their abilities.
6. In English, by the end of both key stages, the majority of pupils reach average standards in speaking and listening. Key Stage 1 pupils speak confidently and listen attentively. Key Stage 2 pupils increase their skills, using a range of technical language and gaining skill in using persuasive language to support their point of view. By the end of Key Stage 1, current Year 2 pupils have made satisfactory progress in developing their reading skills and reach average standards. Most pupils use the skills, accuracy and fluency expected for their age. They have good attitudes to books. Partly due to prior skills, by the end of Key Stage 2, standards in reading are well below average although pupils have made satisfactory progress in most aspects. Another reason is because there has not been the progressive teaching of comprehension skills and Year 6 pupils have not made satisfactory progress in this aspect. They do not always fully understand what they read. Satisfactory progress has been made in the other reading skills. Pupils recognise and read most of the words they should, and are fairly confident in building up new words although they are not as accurate and fluent as they should be. However, the majority of pupils in Years 4 and 5 read at the standards expected for their age. Standards in writing at the end of Key Stage 1 are average in the use of punctuation and vocabulary. Standards in handwriting are above average, but spelling is sometimes inaccurate in writing. The quality of story, descriptive and information writing is of the level expected. Again, although Year 6 pupils have made satisfactory progress and achieve appropriately for their abilities, their standards in writing are well below that expected, particularly in handwriting, spelling, use of punctuation and vocabulary range. However, Year 6 pupils set out and organise their work and use the correct language for specific purposes at the expected standard. The majority of pupils in Years 4 and 5 are writing at the level expected. At both key stages, in all year groups except Year 6, pupils reach the standards expected in acquiring and using literacy skills.
7. In mathematics, standards at the end of Key Stage 1 are average. The majority of Year 2 pupils add and subtract with numbers to 100 and understand simple fractions. Most pupils

multiply and divide accurately with a unit number, are acquiring a sound understanding of measures and correctly identify a range of two-dimensional and three-dimensional shapes, but do not always spell the name correctly. At Key Stage 2, pupils build on and extend their skills and make satisfactory progress. In Years 4 and 5, the majority of pupils reach the standards expected for their age, with a third of Year 5 pupils achieving standards above this. By the end of Year 6, the majority of pupils have a secure understanding of place value and the basic mental arithmetic strategies and computation methods. However, their knowledge and use of other mathematical concepts and skills are well below average. For example, of division and multiplication with higher numbers, the expected range of graphs and statistics, negative numbers and the use of calculators. Year 6 pupils have a sound understanding of different shapes and measures, but the standards in this and other areas are impeded by the fact that they work too slowly, do not check accurately for errors and have difficulty in applying their knowledge in new situations and solving mathematical problems. Pupils in Years 1 to 5 reach the standards expected in their acquisition and use of numeracy skills, although those of Year 6 pupils are well below average. Throughout Key Stage 2, pupils of all abilities make the progress they should and achieve appropriately.

8. In science, the majority of Key Stage 1 pupils acquire satisfactory knowledge and skills and most pupils in Year 2 are reaching average standards. For example, they can correctly sort materials by their properties, name parts of the body, draw diagrams which accurately show the forces of push and pull and carry out sound investigations, for example into taste and smell. At Key Stage 2, pupils make satisfactory progress and achieve appropriately for their abilities. The majority of pupils in Years 4 and 5 are reaching the standards expected for their age. Because of prior attainment, standards in Year 6 are well below average. For example, pupils' below average recording skills and knowledge of scientific terminology inhibits their written work, as in the lack of accurate drawing of electrical circuits. Their knowledge of habitats is insecure because they do not understand how living things can adapt to an environment.
9. The school's recent developments in information and communication technology (ICT) has had a positive impact on raising standards. By the end of Key Stage 1, the majority of pupils now exceed the expected standards and achieve well for their abilities. At the end of Key Stage 2, standards are below expectations but pupils are now making good progress and most achieve appropriately when their prior skills and knowledge are taken into account. At the time of the last inspection, standards at the end of Key Stage 2 were judged to be in line with national expectations. The reasons for the difference are because current requirements for the subject have increased considerably and also the cohort of pupils currently in Year 6 have had insufficient time to benefit from the new resources and developments introduced this year.
10. Key Stage 1 pupils quickly learn basic keyboard and mouse control skills. By the end of the key stage, they use a word processor and complete simulations. They use graphics programs to draw effectively and can combine text and graphics. Pupils have knowledge of the Internet and e-mail and can operate a programmable toy. They can use a digital camera and scanner, and a group of Year 2 pupils produced a short video on the local area. At Key Stage 2, pupils use the Internet to access pictures, and desktop publishing to paste and re-organise these pictures, interspersing them with text. Year 5 pupils successfully attached light gates to the computer and undertook an investigation to test the speed of toy cars. This means they are likely to achieve national expectations by the end of next year. Throughout the school, ICT is used to support other subjects well, particularly in English, mathematics, science and art.
11. At both key stages, the majority of pupils reach the standards set out in the locally agreed syllabus for religious education and achieve appropriately for their abilities. Key Stage 1 pupils

have a secure knowledge and understanding of the main beliefs and festivals of Christianity and Judaism. At Key Stage 2, pupils build on this and begin to learn how religion plays an important part in peoples' lives. They increase their knowledge of world religions, for example of Islam.

12. In the work seen in other subjects at both key stages, all pupils, including those with special educational needs, achieve appropriately for their abilities to reach standards which are in line with national expectations. Achievement is better in art in both key stages and in geography at Key Stage 1. It is not possible to make a judgement about standards in physical education at Key Stage 1 as no lessons were observed. This maintains the standards seen in these subjects at the last inspection.
13. In both key stages, girls tend to do better than boys. This is not significant because it is linked to the ability of individual pupils.
14. Throughout the school, pupils with special educational needs are well supported. Good thought has been given to providing for their needs in a range of subjects. Across the curriculum, they achieve at least appropriately for their abilities. This is due to good use of support staff, particularly during literacy and numeracy, and work that is well matched to pupils' ability.

Pupils' attitudes, values and personal development

15. The school has made good improvement in all aspects since the last inspection. This is also the view of parents who feel that the school is providing well for their children and encouraging good personal development.
16. Pupils enjoy coming to school and the vast majority work hard and participate enthusiastically in lessons. Children in Reception are very good at concentrating on their activities, even when they are not directly supervised by an adult. This is because of the very good provision in this aspect of their development. In the majority of lessons seen at Key Stages 1 and 2, the attitudes to learning were at least good, and in over 40 per cent of lessons, they were very good. Very nearly all the pupils respond positively, and good learning takes place. There are a small number of pupils in lower Key Stage 2, all boys, most of whom have special educational needs, who find it difficult to listen to their teachers and to concentrate on their work. This is partly because they have had a number of different teachers during the past year, for reasons outside the school's control. The pace of lessons slows as these pupils require much attention from the teacher. In the other classes, pupils with special educational needs have very positive attitudes towards their work. They try hard and enjoy their successes. From the time they enter the school, children are encouraged to look after their own and the school's resources. This good attitude is seen in all classes, with all carefully tidying away after each session.
17. Pupils behave well in lessons and exceptionally well at break and lunchtimes which means behaviour is very good overall. From the time they enter the school, children are effectively taught about positive behaviour and kindness to others and they develop a good understanding of this. Throughout the school, religious education and personal and social education lessons also support this aspect and pupils' personal development very well. As a result, pupils learn to respect others, their feelings and their beliefs well. During the inspection, all pupils were seen working and playing very well together and there were no instances of disagreement or unkind behaviour. There have been no recorded occasions of bullying or exclusions during the past year. No parent in the questionnaire or at the pre-inspection meeting could identify any instances of poor behaviour and were very happy with the standards the school promotes. Pupils are courteous and helpful to visitors. During the

inspection, they readily and confidently talked to the inspection team. Pupils are proud of their school, are encouraged to help make decisions about its environment, for example the outdoor facilities, and they help to keep it tidy and free from litter.

18. Relationships at school are very good. This is because of the way all adults in the school interact with pupils. The very good relationships seen have also been encouraged by the considerable rapport the new headteacher has with pupils. In addition, the 'family groups' in which pupils from all year groups meet regularly to discuss their views supports this very well. All adults care for pupils as individuals and pupils know this and respond to it very well. The very good relationships have a very positive impact on learning, encouraging pupils to work hard. Children in the Foundation Stage work and play together very well and pupils at Key Stages 1 and 2 work very well together in group or paired activities, with the minimum support from adults. This is also because teachers are very skilled at managing pupils and organising activities in the mixed age classes.
19. Pupils make good use of the opportunities the school offers for personal development. From the time they enter the school, pupils willingly accept responsibility. Older pupils are very good at caring for younger ones at break times, both when they play with them and also when they help supervise the reception children. The 'family groups', where pupils from all year groups share their views about the school, help them to develop confidence and maturity. Pupils are very good at working co-operatively and work very responsibly on their own, using the computer or reading in the library. In their independent and social skills, they reach standards well above those seen in most pupils of their age.
20. Attendance is satisfactory being in line with the national average. A small but steady increase in the overall level has occurred over the last three years. Very few pupils take unauthorised absences or are late.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The great majority of teaching throughout the school is good or better (79 per cent) and a high proportion (29 per cent) is very good. No unsatisfactory teaching was seen. This is an improvement since the last inspection when fewer lessons were good or very good and a small number were unsatisfactory. In some subjects, only a small number of lessons were observed, but the scrutiny of work shows that teaching is at least satisfactory in the full range of subjects taught. Good and very good teaching was seen throughout the school and over a range of subjects. A significant factor in the quality of teaching is the effective way in which teachers organise and manage their classes. This addresses the needs of pupils in the mixed age and key stage classes very well. Teachers are providing effectively for the needs of individual pupils. Parents acknowledge this and say the quality of teaching is good and has improved, especially since the arrival of the new headteacher. This is partly due to the fact that he has introduced an effective system for the monitoring, evaluation and development of teaching which is helping to raise the quality. As a result of improvements in the quality of teaching, pupils were making good progress in the lessons seen during the inspection and have made at least satisfactory progress as they have moved through the school, despite the many changes in teachers and leadership they have encountered. This means that pupils are achieving appropriately for their abilities.
22. Teaching in the Foundation Stage is very good. In the lessons seen, children made very good progress in their learning and they make good progress during the year. Children in the Reception year are also in a class with Key Stage 1 children. The very good thought given to their needs and the very effective organisation and activities, and the teamwork between the teacher and classroom assistant, means their needs are met very effectively. As a result, they make good progress and achieve well for their abilities. Teaching was very good in the areas

of learning seen during the inspection, although there is limited evidence for creative and physical development. A significant strength of the teaching is the management and organisation of the class, which help children to develop very good attitudes to their work. In addition, the very good relationships adults have with children and the confidence they help to develop means that, from an early age, children work very well with others and also begin to take responsibility for their own learning. During both the literacy and numeracy sessions, very nearly all children worked very well on their own or in a group, with the minimum input from adults. All adults have a good understanding of the needs of children in the Foundation Stage and the basic skills of literacy and numeracy and also early scientific, geographic and information and communication technology skills are taught very well. For example, children are making good gains in scientific knowledge and are very competent when using the computer. Adults have very high expectations of what children can achieve. This, together with the fact that children work with Key Stage 1 pupils and see what the older children in the class can do, means Reception children work hard to try and reach the same level. Children are also encouraged to take literacy and number work home and this supports their learning well, particularly in reading. Assessment is good and is used well to help plan the next stage of learning.

23. At Key Stage 1, teaching and learning in the lessons observed were good. Ninety-two per cent of the lessons seen were good or better and 31 per cent were very good. This has ensured that pupils are making satisfactory progress overall in their learning as they move through the key stage. As in the Foundation Stage, classroom assistants are effectively deployed to help provide for the range of year groups in the class and this also ensures pupils with special educational needs are well supported. Good teaching was seen in most subjects and all aspects of teaching are good, but as in the Foundation Stage, the organisation and management of pupils are significant strengths. This ensures that pupils are encouraged to develop good attitudes to their work, concentrate and work hard, with a good understanding. Teaching in literacy and numeracy lessons is consistently good and teachers promote the basic skills well. This helps all pupils, whatever their ability, to make at least satisfactory progress in reading, writing and calculating numbers. For example, Year 1 pupils are gaining a secure understanding of multiples, and Year 2, pupils understand how a prefix alters the meaning of a root word. Likewise, science is taught well and pupils are making secure gains in knowledge and skills. Lessons are well constructed and paced with good thought being given to reinforcing and extending skills. Good on-going assessment and sensitive correction of errors, together with well judged questions to help pupils understand, encourage their progress well.
24. At Key Stage 2, teaching and learning were good in the majority of lessons seen. Sixty-one per cent of lessons were good or better and 15 per cent were very good. Overall, teachers have a secure knowledge and understanding of the range of subjects they teach and they are good in English, mathematics, art, music and physical education. The basic skills of literacy are taught well and numeracy satisfactorily. This helps pupils to make at least satisfactory gains, although they are not so secure in applying their skills at the end of the key stage. There is a good focus on the teaching of skills in most subjects. Due to recent developments and very good support from a classroom assistant with special responsibility for this subject, pupils are making rapid gains in acquiring new skills in information and communication technology. For example, in a good lesson observed, a challenging activity for Year 5 pupils led them to attach light gates to the computer and successfully investigate the speed of toy cars. Good attention is also given to how music is composed. In a very good lesson observed, pupils could accurately identify concordant and discordant sounds. Since the arrival of the new headteacher and a good focus on improving the quality of teaching, pupils are well organised and managed and teachers use a range of methods to help them learn more easily. Activities are more challenging and interesting, for example, in a good geography lesson, pupils were encouraged to research and plan a visit to India. Lessons are well paced and this

helps pupils to concentrate and work hard, with the result that they make good progress in the majority of lessons. During lessons, good feedback is given to pupils on the quality of their work, with helpful advice on how to improve. Marking of work is less consistent and does not always give enough advice on how to improve.

25. At both key stages, pupils are encouraged to take work home, mainly in English and mathematics, and this gives satisfactory support to their learning.
26. Literacy is taught well across the school and numeracy is taught well at Key Stage 1 and satisfactorily at Key Stage 2. There is some good provision for the application of these skills in other subjects, for example in design and technology. However, their use is not specifically planned for and this limits the progress pupils make in their use although it is satisfactory overall.
27. The quality of teaching for pupils with special educational needs is good. There is a good awareness of pupils' needs amongst all class teachers, who plan work carefully so that all pupils experience success. Teaching assistants have been effectively trained and this means that pupils are supported well when working with them individually or in groups. This has a positive impact on the progress pupils make. For example, a small group of Year 4 pupils were observed receiving additional literacy support and are making good progress following this national programme to improve basic skills. In the majority of lessons, learning is good and pupils make good progress in their academic and social development. No specific comparison can be made with the quality of the teaching of special educational needs at the last inspection, as it was not reported on.

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

28. The overall judgement from the previous inspection report was that the school provided a curriculum of satisfactory quality and met statutory requirements. The school succeeded in offering all pupils appropriate opportunities for personal, spiritual, moral and social development. Areas for improvement identified as key issues included: the development of schemes of work for all subjects; the writing of a curriculum policy for under fives and the review of medium-term planning procedures.
29. All key curriculum issues in the previous report have been addressed satisfactorily. Currently, the school provides a broad and balanced curriculum for all its pupils, including those with special educational needs. As a result, pupils make satisfactory progress in their learning. The curriculum meets statutory requirements, covering all areas of the National Curriculum and the locally agreed syllabus for religious education. The statutory requirement to provide a daily collective act of worship is met. Appropriate emphasis is given to literacy and numeracy and staff provide a rich variety of relevant learning experiences across the full range of subjects. This provision enables pupils to develop a wide range of skills, knowledge and understanding and helps them to make at least satisfactory gains in learning in all aspects of the curriculum before they leave the school.
30. The school now has draft schemes of work in all subject areas. These have been recently developed, and incorporate the latest national requirements and guidance on the curriculum. In the present form, they are of satisfactory quality and provide an appropriate outline for teaching. School policies and modifications to medium-term outlines are being developed for all subjects. The current arrangements provide satisfactory guidance to help teachers to plan activities that build soundly on previous learning and extend pupils' knowledge, skills and understanding. This documentation outlines clear learning objectives for all subjects and it is planned to monitor, review and refine the materials progressively to maximise teaching and

learning opportunities within the school. The school recognises that assessment procedures and opportunities need to be built more systematically into the curriculum programme and will do so when the former are fully in place.

31. A key issue from the last inspection was the development of a curriculum policy and scheme of work for the under fives. The school has responded to this issue fully and the curriculum for children in the Foundation Stage is of satisfactory quality, but is being very well developed. It meets the needs of children in the school and is particularly well organised to for the three year groups in the class. Medium-term planning is very well thought out and effective for all. Activities often link several areas of learning, for example children's personal, social and emotional development are developed well in religious education lessons. Good emphasis is given to early literacy and numeracy skills to help children make good gains in these areas. Early scientific, geographical and historical skills are also promoted well. Reading activities are also well supported by adults in the school and also by parents at home. There is particularly good provision for learning in information and communication skills, ably supported by a very well qualified classroom assistant. The challenging and interesting activities are helping children to make good progress.
32. The curriculum for pupils in Key Stage 1 and 2 is broad, balanced and relevant. It meets statutory requirements in all subjects and this is a strength on which the headteacher and staff can build. Time allocations for subjects are broadly in line with national recommendations. Slightly more time is devoted to English, which is an appropriate response to the need to raise standards in the subject. The school is now using the National Literacy and Numeracy Strategies and introduced the Qualifications and Curriculum Authority's (QCA) schemes of work in September last year. These help to ensure adequate curriculum coverage. The school is adapting these schemes of work to meet the specific needs of its pupils. This will clearly identify the progression of skills and knowledge, giving better guidance for teachers in planning the next stage of learning and allowing them to more easily identify assessment opportunities, particularly in science and the foundation subjects. All staff use the school's agreed planning format which ensures this is at least satisfactory. Appropriate learning objectives are identified for lessons and they are being effectively taught to help pupils build on and extend their skills and knowledge. However, assessment of progress would be easier if they were more specific and focused in some classes. The best planning was seen in Class 1.
33. Partly because of the high number of staff changes, there has been some repetition of topics and activities for some pupils, particularly in the mixed Key Stage 1/2 class. Staff are fully aware of this and have planned to address the issue. This difficulty has also been compounded by the fact that, currently because of pupil numbers and the size of accommodation, Year 2 pupils are split between two classes, one of which also has pupils in the Foundation Stage and the other pupils in Key Stage 2. This has made it extremely difficult for teachers to follow similar topics, for example in design and technology, history and geography. However, teachers have worked very hard to ensure that this has not adversely affected pupils' learning or the standards they reach. From September it is planned to have Year 2 pupils in the same class.
34. That the pupils in Year 2 have not been adversely affected is partly because a strength of the curriculum provision is in planning for the mixed age ranges of pupils within the class; this is particularly so in Key Stage 1. The planning for pupils in the Foundation Stage meets the needs of the age group and the curriculum is developing well. The introduction of laptop computers since the start of this school year is already having a positive impact on pupils' learning in information and communication technology. A good policy document has been developed and an intensive programme of teaching basic skills is resulting in a rapid rise in standards in Key Stage 2 in particular. The use of modern technology to support learning in

other subjects is well planned. For example, Class 3 pupils access the Internet to research information and pictures on life in India for their geography project on Chembakolli. The physical education curriculum is improving, with the introduction of a programme of adventurous activities, and the good quality of swimming programme has enabled all children in Key Stage 2 to gain sufficient confidence to swim a short distance. However, the current facilities for indoor gymnastics are unsatisfactory as they were at the time of the last inspection. Whilst the school works hard to ensure this does not adversely affect progress and standards, it does put an extra burden on staff. The school is working very hard in co-operation with the local community, whose hall it uses for physical education, to try and improve these facilities.

35. The National Literacy and Numeracy Strategies have been successfully introduced and are helping to improve achievement. The careful analysis of results in yearly national and school tests which the new headteacher has put in place is enabling teaching to be focused at appropriate levels to ensure pupil learning and remedy identified pupil weaknesses. All teachers have been observed teaching literacy and numeracy and the involvement of the Local Education Authority Adviser in this capacity is contributing to improvements in teaching and learning.
36. The school has recently introduced a discretely taught programme for developing pupils' personal, social and health education, which is of good quality. The programme includes coverage of sex education and drugs awareness, which are supplemented by relevant sections of the science National Curriculum. The new headteacher has given priority to moral and social development and these aspects of school life are of a very good quality. The new 'family group' arrangements are establishing a supportive environment, where adult/pupil relationships are characterised by openness, trust and mutual respect. Pupils show growing independence in their learning and the vast majority work well together in small group and team situations. Good attention is also given to pupils' personal development in their learning in other subjects. Good use is made of visits and the local environment to place learning in a real life context. For example, in Key Stage 1 pupils have made a video of 'Where we live', contrasting Broadhembury with the local village of Dunkeswell. To support learning in science, mini-habitats have been created within the school grounds to enable the long-term observation of fauna.
37. Pupils with special educational needs are supported well within their work. In particular, learning support assistants give help of good quality, particularly in English, mathematics, science and information and communication technology. In many lessons, when pupils have to record their work, good thought is given to making tasks manageable for these pupils. For example, pupils who receive additional literacy support in Key Stage 2 complete work on the computer. This is saved for teachers to mark. The successful phonic programme undertaken with these pupils is to be extended to Key Stage 1 pupils next year. All pupils have full access to the curriculum and good thought has been given to providing for their needs in the full range of subjects. In addition, the school makes provision for pupils with specific physical, emotional and academic needs. Individual education plans are of good quality with appropriate focused targets completed for literacy, numeracy and behavioural and emotional needs. Class teachers and learning support assistants use these plans effectively. There is a good balance of class support and withdrawal which helps these pupils make good progress overall.
38. The school maintains good links with the community, and visits, visitors and residential experiences enrich the curriculum. For example, a local sculptor has visited the school to demonstrate his work and the museum curator has explained the significance of historical artefacts. As part of their studies, children visit the local press offices, a synagogue and the museum. A three-year cycle of residential trips is being planned for older children to include visits to London, an art centre and an outdoor adventure centre. Pupils benefit from clubs and

extra-curricular activities in recorders, tag rugby and cross-country running and later this term, from tennis coaching. There are plans to introduce soccer, and French for parents and children. Pupils are keen to take part in what the school has to offer, although the number participating in after-school activities is affected by school bus arrangements.

39. There are also good links with other schools in the area, particularly through the academic council, which gives good support to a group of schools of a similar size. In particular, teachers are able to agree on the standards in assessment tasks. These links also benefit pupils, for example, Year 6 children take part in cross-phase science activities at the local secondary school and attend a life-skills course run by the local police officer.
40. The school has an equal opportunities policy of good quality. This is applied consistently and ensures equality of access to the curriculum for pupils with special educational needs and for those for whom English is an additional language. Furthermore, it takes account of pupils' age, prior attainment, race and gender. The organisation of pupils in classes and teaching groups and the deployment of adult support ensures all pupils receive equal access and opportunity to experience the full range of the primary curriculum.
41. Provision for spiritual development is sound and the statutory requirement of a daily act of worship is met. Weekly acts of collective worship take place in the church and are led by the vicar. There are good links with the church, which is also used for school activities such as the recent Easter play. In the church and school-based assemblies, there is a strong moral emphasis and pupils participate enthusiastically and sing particularly well. Themes frequently focus on issues such as trust, friendship and co-operation, promoting moral and social development very well. Less emphasis is placed on reflection, particularly in the school assemblies although this aspect is encouraged in religious education lessons, especially for the youngest pupils.
42. A significant priority for the new headteacher was to improve pupils' behaviour and their attitudes towards school. In this he has been very successful and the provision for pupils' moral and social development is very good. A revised school behaviour policy of very good quality has been recently introduced and is being followed consistently by all staff. Pupils are effectively taught the difference between right and wrong. Staff emphasise the positive, and treat pupils with respect. In all classes, pupils have agreed guidelines for their behaviour. These very good procedures result in the very good behaviour seen. The school also seeks parents' views before the introduction of any significant changes, taking these fully into account.
43. The provision for social development is also very good. The school is an orderly community where pupils are encouraged to care for and respond positively to each other. The institution of 'family groups' with pupils from across the age range has heightened awareness of self and corporate responsibilities. Pupils collect for a range of charities and participate in national events such as 'Red Nose Day'. There is a good emphasis on developing social skills, especially sharing and co-operation. Older pupils are increasingly being given responsibility to take care of younger children in their 'family group', for example, at the end of the day for those who catch the school bus. Independence in learning is also promoted very well. This helps pupils to work very well on their own when the teacher is focusing on another year group in their class and ensures that they make at least satisfactory progress. The programme of visits, including residential trips and visitors, plays an important role in developing social skills.
44. Provision for pupils' cultural development is good. In art and design, pupils are introduced to the work of many famous artists from past and modern times. A topic display on the theme of the Tudors featured self-portraits in the style of Holbein. Younger pupils in Key Stage 1 produce artwork in the style of Jackson Pollock. In music, pupils learn songs from other

cultures, for example North America Indian, and in other languages such as Latin. A display of 'Action Aid' photographs in Class 3 raised pupils' awareness of life in rural India. As part of the information and communication technology programme, pupils e-mail children in a school in New Zealand and find out about life in that country. Pupils also increase their knowledge and understanding through studying religious faiths followed in this country and beyond. However, less emphasis is given increasing pupils' awareness of the multicultural aspects of current society in Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school provides good care for its pupils. Staff know pupils well and this allows them to provide good, informal, personal support. A caring and welcoming atmosphere allows pupils to feel valued and important. This has a positive impact on their attitudes to school and personal development. Pupils with special educational needs are supported well and formal records support this well. Arrangements for first aid, accidents and sickness of pupils are good. Awareness of pupils with allergies is given a high priority. The school is clean, tidy and secure. It has set up good procedures to identify health and safety issues and risk assessments and appropriate action is taken. For example, staff are fully aware of the dangers in pupils having to walk to both the village hall and playing field for physical education activities. Child protection arrangements and staff awareness of issues are good.
46. The new headteacher has placed a strong emphasis on the development of behaviour management. This has been very effective in ensuring very high standards of behaviour by the pupils. The strong emphasis on the development of self-discipline and pupils' awareness of their actions on others are particularly strong features. Very good supervision in the playground, with the headteacher setting a fine role model, supplemented by a wide range of activities, has a very positive impact on pupils' relationships and personal development. Procedures for monitoring and eliminating oppressive behaviour are very good.
47. Procedures to promote and monitor attendance are good and have helped to produce a steady increase in the overall attendance rate over the last three years. Parents are given regular reminders of the importance of prompt attendance in newsletters.
48. The 'family ethos' of the school supports children in the Foundation Stage well. Children are inducted into school well. The Reception teacher visits the playgroup, which the majority of children attend, to help them prepare for school. They then join the Reception class for two afternoon sessions only in the half term before the term in which they are five. Afternoon activities are less formal and, together with the very good relationships which are built up with adults and other children and pupils, help new children to feel happy and secure. Baseline assessment gives good information to help plan appropriately for individual children. Assessment procedures are satisfactory, but are being developed well and they help to plan effectively to build on and extend learning.
49. The procedures for assessing and recording pupils' attainment and progress at Key Stages 1 and 2 are underdeveloped. This was also identified as a weakness at the last inspection and not enough progress has been made in addressing this issue. This is partly because there have been a great many changes in senior management since then, resulting in the fact that school agreement on this aspect has not been promoted well enough. Assessment and recording are satisfactory in English, mathematics across the school and in science at Key Stage 1. However, it is not satisfactory in science at Key Stage 2, nor in other subjects. Since his arrival in September, the headteacher has correctly identified this as an area needing immediate improvement and has begun to use information from yearly assessments well, to help track individual pupil's progress and identify and address weaknesses. However, the procedures for assessing pupils at regular intervals throughout the year are not yet in place.

This makes it more difficult for teachers to give effective support and guidance to pupils on what they need to do in order to improve. In addition, it also limits the effectiveness of teachers' planning to build on and extend pupils' skills and knowledge. At present, it is the good knowledge teachers have of pupils which enables them to plan satisfactorily, but this is not as effective as it could be if teachers had the benefit of assessment results.

50. The assessment of pupils with special educational needs is of a satisfactory quality and well organised. Early diagnosis is a priority, ensuring pupils' needs can be speedily addressed. The information is used effectively by both class teachers and support staff to help plan the next stage for pupils' learning. An example of this is the very good liaison for planning which takes place between the classroom assistant who provides the additional literacy support and the upper Key Stage 2 class teacher. This ensures that pupils make progress at a rate which is always appropriate for their ability. The school complies fully with requirements of the Code of Practice, including for those pupils who have a specific statement of need. The good use made of education support staff within the school and outside agencies is a significant factor in the progress made by pupils who have specific needs. Consideration needs to be given to increasing opportunities for the co-ordinator to monitor teaching and learning school-wide to assist with the setting of targets. Current procedures could be improved by encouraging all parents to sign an acknowledgement of the discussion and receipt of individual education plans. In addition, the dating of plans when individual targets are successfully achieved could further improve current practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school makes good efforts to involve parents in their children's education and is developing a successful partnership which is having a positive effect on pupils' attitudes and achievements. Parents are generally pleased with the school. Those who attended the pre-inspection meeting and responded to the questionnaire are pleased that their children like school, work hard, and make good progress; they feel that they behave well; teaching is good; the school is well led and managed; the school welcomes their involvement and informs them well about its work and that all staff are approachable and any concerns they have are addressed well.
52. About one-third felt that homework should be given more regularly and a timetable sheet sent to parents; that they would like more information about how well their children are doing and that the school should provide more extra-curricular activities.
53. Parents would like to see less staff changes than there have been in recent years and improved accommodation for physical education. Inspection evidence largely supports the parents' views. The headteacher has a good awareness of what parents would like to see improved. A new homework policy has been set up following review with good consultation with parents. It is too early to review the impact of the new policy. Annual reports to parents are satisfactory but information is not provided consistently for all pupils. Reports for pupils in Class 1 give good details of pupils' progress and attainment and set appropriate targets for future development. For other classes, information is less detailed and targets too vague. For example, comments such as 'spelling is quite good' or 'to be more organised in all aspects of work', are not as helpful to parents as 'to recognise all of the letter shapes'. The school recognises the impact of a stable staff and it is one of its key aims, and recognises the need to improve accommodation for physical education. The range of extra-curricular activities is satisfactory, but unused by the number of pupils who live outside the village.
54. The school is making good efforts to further improve its partnership with parents. The introduction of a weekly newsletter and a termly curriculum outline for each class keeps parents well informed about school life and what their children are going to learn. The school

has set-up e-mail access for parents, and plans to put the school prospectus on its web-site. It has planned a course for parents to increase their information and communication technology skills. Regular consultation evenings and information evenings, for example to explain numeracy, are held, and the 'Whole School Community', including parents are invited to assemblies in the church. Staff are available and the headteacher is honest and open with parents.

55. Parents give good support to their children's education. Almost all regularly fill in the recently introduced homework diaries, which provide a good means of two-way communication. There is a supportive Parent Teacher Association. A number give good help in school; the help provided to improve the fabric of the school has been particularly valuable, especially in relation to the refurbishment of the library.
56. The school ensures parents of pupils with special educational needs are fully involved in planning for their needs and are given good information. Parents do not always formally sign all the relevant documentation.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides strong leadership and management following a period of instability where the school has had four headteachers in the previous five years. This situation has been compounded by constant change with other senior management staff. This has prevented initiatives becoming embedded, for example lack of continuity in relation to subject co-ordination. The co-ordination of science is unsatisfactory because three different members of staff have co-ordinated the subject during the last year and currently no one has the responsibility. For other subjects, a good start has been made and roles have been identified well, but co-ordinators do not yet provide effective monitoring and evaluation of the curriculum and pupils' work in order to improve standards in all subjects. The headteacher provides a clear sense of educational direction for the school. He has set clear priorities and has successfully introduced very effective behaviour management structures, improved the school environment and improved resources, especially in relation to information and communication technology. In the short period he has been in office, he has established a good school improvement plan which sets appropriate targets for improvement and areas for development which are fully costed and include success criteria which are linked to pupils' learning. Governors recognise the strong leadership of the headteacher and have allowed him to take a lead in shaping the direction of the school. They have a good understanding of the strengths and weaknesses of the school, know where they want to go and have set up a structure which will allow them to become more involved. They meet their legal requirements adequately; they are aware that they have been over-reliant on the headteacher in the past, and with his support, are rightly looking to increase their involvement. Staff and governors have a shared commitment to improve and their capacity to succeed is good.
58. The school's aims and values underpin the work of the school. The headteacher's enthusiasm and excellent rapport with the pupils are having a positive effect resulting in the very good relationships observed. The learning environment has been enhanced very effectively in the last year with resources for the Foundation Stage, information and communication technology, the library, office area and storage of resources all improved and having a beneficial impact on standards. Opportunities for the pupils' personal, moral and social development are given a high priority. Action taken to meet targets is satisfactory so far but it is too early to judge on the impact on standards. Performance management is being addressed well including realistic targets being set for the headteacher by governors. Procedures for the induction of staff new to the school are satisfactory. There is no staff handbook and this contributes to inconsistency given the significant changes in staff.

59. The provision for special educational needs is given high priority in the school, as reflected in the budget for learning resource assistants, and all staff work hard to maintain high standards. The effective co-ordinator has developed a good plan to help improve provision. This has already had an increased impact on the training of support staff, liaison with teachers and a good balance of in-class support and withdrawal. These initiatives benefit pupils' progress. Good relationships exist with outside agencies, for example the local authority learning support team, the education psychology service and specialist teachers for the visually impaired. This means that pupils receive considerable benefit from specialist help and advice. Very good thought has been given to providing effective resources to support the learning of pupils with special educational needs across a range of subjects, especially in promoting the use of computers. The specific grant, enhanced by extra financial resources allocated by the school, is used very effectively to ensure that provision is of a good quality.
60. Financial planning is good and is now linked well to educational developments. Initiatives are prioritised and linked in the school improvement plan and the school is in a secure financial position. Budget monitoring by the headteacher and administrator is secure and good steps have been introduced to improve reporting to governors. The administrator provides very good support ensuring the smooth day-to-day running of the school. Technology is used very effectively both in lessons, in supporting administration and for communications between staff, governors and parents. The use of e-mail has been used very effectively in all areas of communication. The classroom assistant with responsibility for information and communication technology provides very high quality support which impacts well in pupils' achievements in lessons. Funds for pupils with special educational needs are used well to support their learning. The school applies the principles of Best Value well. For example, effective consultation via a parental questionnaire has resulted in an improved homework policy; evaluation of various options and the competent use of cost effective tendering has led to the purchase of computer equipment which suits the needs of the school extremely well.
61. There are suitable numbers of teaching staff with appropriate qualifications. In the recent past, the high turnover of teaching staff has affected the progress of pupils' achievements over time. However, the current headteacher is well aware of the need to introduce good support systems for staff which will alleviate this in the future. There is a good number of support staff who are effectively deployed to support pupils, including those with special educational needs.
62. Accommodation is satisfactory overall. Classrooms are of sufficient size for the current number of pupils. Accommodation is unsatisfactory for physical education, in particular the village hall and field which are both unsuitable and some distance from the school. The school is taking action to try and improve this situation. Nevertheless, overall standards in physical education are satisfactory. Resources are satisfactory overall. Very good resources are having a positive impact on improving standards in information and communication technology. Good quality resources enhance provision for music. Geography resources need updating, particularly the atlases.
63. Overall, the good quality of leadership and management is beginning to make a significant contribution to the quality of teaching and learning. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. To improve the standards achieved and the quality of education provided, the headteacher, staff and governing body should:-

- Raise standards at the end of Key Stage 2:
 - in English by giving pupils more practice in writing effectively for different purposes and in other subjects and by promoting comprehension skills more effectively in reading;
 - in mathematics by giving pupils more opportunities to use their skills in investigations and solving problems and promoting the greater use of calculators;
 - in science by giving priority to establishing effective leadership and management of the subject, developing a more coherent programme of work to meet the specific needs of the school, promoting pupils' understanding and use of technical language, and improving the quality of the recording of work.

(See paragraphs 4, 6-8, 24, 26, 57, 73, 76, 78, 88, 89, 96, 98, 99, 111, 136)

- Improve assessment procedures by:
 - consistently marking pupils' work so that it clearly identifies the areas for improvement and gives pupils advice on how to address these;
 - regularly assessing pupils' work throughout the year to help teachers accurately judge the progress pupils are making;
 - using the results of assessment to help teachers plan more effectively to build on and extend pupils' learning;
 - setting short-term, individual targets that are specific to what pupils need to do in order to make progress.

(See paragraphs 24, 30, 32, 49, 50, 81, 91, 98, 100, 103, 109, 114, 119, 123, 127, 133, 138)

- Improve the monitoring and evaluation of the work of the school by:
 - regularly scrutinising teachers' planning and pupils' work and analysing the full range of assessments. This, in order to ensure that all areas of the National Curriculum Programmes of Study are taught in the required depth and information is gained as to how well standards are improving.

(See paragraphs 57, 83, 100, 103, 114, 119, 127, 133, 138)

The school is aware of these weaknesses and has already begun to address them by making provision in the current school development plan.

Minor Issues

1. Ensure that the annual reports to parents on their children's progress are of a consistent quality.
(See paragraph 53)

2. In co-operation with the local community, continue to seek to improve the accommodation for physical education including games activities.
(See paragraphs 34, 53, 62, 133)
3. Further develop the involvement of governors in the work of the school.
(See paragraph 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	29	50	21	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		73
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		17

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	0
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
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
	2000	7	4	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	4	4	4
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	82 (82)	82 (91)	82 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	4	4	4
	Total	9	10	10
Percentage of pupils at NC level 2 or above	School	82 (82)	91 (91)	91 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	4	7	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	3	4
	Girls	6	6	7
	Total	7	9	11
Percentage of pupils at NC level 4 or above	School	64 (75)	82 (75)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	3	4
	Girls	6	6	7
	Total	7	9	11
Percentage of pupils at NC level 4 or above	School	64 (75)	82 (75)	100 (100)
	National	70 (68)	72 (69)	79 (75)

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	40
Any other minority ethnic group	0

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	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 – Y6

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	31.7
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	63.75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	

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

Number of pupils per FTE adult	
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	160,995
Total expenditure	146,677
Expenditure per pupil	2,037
Balance brought forward from previous year	9,835
Balance carried forward to next year	24,153

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	73
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	38	5	0	3
My child is making good progress in school.	38	49	3	5	5
Behaviour in the school is good.	54	41	3	0	3
My child gets the right amount of work to do at home.	22	41	19	19	0
The teaching is good.	51	38	8	0	3
I am kept well informed about how my child is getting on.	30	38	22	11	0
I would feel comfortable about approaching the school with questions or a problem.	54	38	3	5	0
The school expects my child to work hard and achieve his or her best.	43	51	5	0	0
The school works closely with parents.	32	43	22	3	0
The school is well led and managed.	51	43	3	3	0
The school is helping my child become mature and responsible.	41	51	5	3	0
The school provides an interesting range of activities outside lessons.	11	43	32	3	11

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

65. Very good improvement has been made in the provision for children in the Reception class since the last inspection. Most children attend school for around two afternoon sessions per week in the half term before they have their fifth birthday. They then attend full time. Good arrangements have been made to help children settle into school. These include information meetings for new parents and good links with the local playgroup, which many children attend. The afternoon sessions are more activity based. In addition, the 'family atmosphere' of the school helps children settle in quickly and develop good attitudes to learning. When children enter the school they have a range of abilities over the areas of learning. Standards on entry also vary considerably from year-to-year because of the small numbers in each year group. However, baseline assessments and inspection evidence shows that, overall, standards are close to those of children of a similar age. All children, including those with special educational needs, are making good progress and achieving well for their abilities. Currently, Reception children are in a class with Key Stage 1 pupils, but very good thought has been given to ensuring the specific needs of children in the Foundation Stage are fully met. Learning activities for children and pupils in the class are very well organised. As a result, teaching and learning were very good in the lessons observed, both when children were working with the class teacher, and also the learning support assistant or parent helpers. A good start has been made to introducing the new Foundation Stage curriculum and the provision for this is satisfactory at present. However, the thought which has gone into planning for the age and ability range in the class means that both medium- and short-term planning are very good.

Personal, social and emotional development

66. Both the teaching and curriculum for children's personal, social and emotional development are very good and, because of this, they make very good progress in their learning. Children enter the Reception class with a range of ability in this area although, overall, standards are around those expected. Because of the exceptionally good organisation in the class, children quickly learn to become independent and work very hard on their tasks, even when they are not directly supervised. Similarly, they also work very well together. Children are generally good at listening to adults and other children although, on occasions, when they get excited about their work, they call out and forget to wait their turn. However, all adults give good support in helping children to take turns. In all activities, children work and play together well. They join in the activities in religious education lessons with Key Stage 1 pupils and this is helping children to understand the impact of their actions on others. As a result, this gives a very good foundation for the very good relationships seen throughout the school. Children willingly accept responsibility, for example in tidying resources, and begin to show initiative on taking on tasks. In this area of learning the majority of children exceed the standards expected by the time they enter Key Stage 1.

Communication, language and literacy

67. Teaching of the communication, language and literacy skills is very good and, when working directly with the class teacher, children are making very good progress in their learning and good progress overall. Children enter the school with a range of skills in this aspect, but overall standards are around those expected for their age. Again, particularly good thought has been given to meeting the needs of the age range in the class. The class teacher and a learning support assistant, with good expertise, alternate between working with children in the Foundation stage and pupils at Key Stage 1 during the opening session of literacy lessons. This helps children to develop the skills of reading and writing well. Speaking and listening are

promoted well at all times. This encourages children to speak clearly and confidently, expressing themselves effectively within the expected vocabulary range. Children become better at listening although, when excited, a few children still find it difficult not to interrupt others. Good attitudes to books are developed through the home-school reading scheme. This helps children to develop their knowledge of stories and promotes their reading skills effectively. The majority of children recognise the expected range of simple common words, use pictures to help read the words and build new words by using the sounds. In their reading skills, a high proportion of children exceed the standards expected for their age and the most able read fluently and accurately at a standard well above that expected. Most children form letters correctly and develop good handwriting skills. All children write their own names and make very good attempts at other words. They sequence a story from pictures and copy sentence adults write for them. More able pupils write their own sentences.

Mathematical development

68. The activities to help child develop mathematical language and skills are taught very well. On entry to school, most children have the expected knowledge of number and mathematical concepts. They make good progress, particularly in their number work. By the time they enter Key Stage 1, the overall standards in this area of learning meet expectations. Most children recognise and order numbers to 20 and beyond this when counting in tens. Their work in simple addition and subtraction with numbers to ten is around that expected. Although all children can take two objects from seven and say five are left, they do not yet understand that the difference between five and seven is two. The more able children confidently work with numbers to 20. Most children record their numbers accurately, although a third sometimes write them back to front. Children accurately identify shapes and can sort them by their properties including size and colour. They are gaining an early understanding of measures and can correctly sequence time.

Knowledge and understanding of the world

69. Teaching and learning in this aspect are very good. Prior knowledge on entry to the Reception class is around that expected, but children's interest in the world around them is promoted very well. There is particularly good provision for the development of early scientific, geographical and information and communication technology skills and children make very good progress in these aspects. Because of this, children exceed the standards expected for their age by the time they enter Key Stage 1. Children use a data-handling program on the computer when they study the local area and compare what sort of work their parents do. They know how humans, animals and plants change over time and can sort materials into groups of wood, plastic or metal. They begin to learn how things change over time when they compare their toys with those of their parents and grandparents. The very good expertise of the learning support assistant in information and communication technology helps children to input, process and access information from the computer easily.

Physical development

70. No planned outdoor play sessions or physical education lessons were observed during the inspection. Children enter the school with standards which are around those expected for their age. In the activities observed and from planning, it is evident that teaching and learning are at least satisfactory. Children are given appropriate opportunities to develop their skills. During the inspection, they were seen cutting and sticking at the level expected. Both fine and gross motor skills are also developed through the use of building equipment and a good range of outdoor play apparatus. Observation of a break time session showed children confidently riding wheeled toys and joining construction equipment accurately.

Creative development

71. On entry to the school, children's skills are around those expected. A good range of activities is provided to allow pupils to develop their skills in art, enjoyment of stories and in role-play, and teaching is good. During the inspection, a group of parents were leading an art activity where children produced a collage incorporating different textures at a standard above expectations. The scrutiny of work shows that, overall, standards in art exceed those expected. Children give very good thought to designing a tee shirt for themselves, do careful paper weaving and create good patterns using a design program on the computer. There is no direct evidence on children's work in music or role-play although they confidently join in singing in assemblies.

ENGLISH

72. In 2000, in National Curriculum tests at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was below the national average in reading and writing. However, the proportion achieving the higher Level 3 was above average in reading, but below average in writing. Overall, taking account of the full range of attainment, results were below the average of all schools in reading and well below average in writing. There was a similar picture when compared with schools in a similar context. The below average results are largely due to the fact that, out of the eleven pupils who took the tests, four pupils were on the special educational needs register. The small number of pupils in each year group makes comparisons between years difficult, but, since the school was last inspected in 1997, the results have improved more than in most schools although overall, they have been below the national average. Inspection evidence indicates that this year, standards have improved and the majority of the current pupils in Year 2 are reaching average standards in both reading and writing.
73. In 2000, in the National Curriculum tests at the end of Key Stage 2, the proportion of pupils achieving both the expected Level 4 and also the higher levels was well below average. This means that the school's results were well below the national average and very low when compared with schools in a similar context. Since the last inspection in 1997, results have risen in line with national trends although, overall, they have been below average. However, because the numbers in each year group are very small, each year's results are very closely linked to the ability of the individual pupils in the cohort. Pupils who took the tests last year did not make the progress expected from when they took the national tests in Key Stage 1. This is partly because three of the pupils who took the tests were on the school's special educational needs register, with specific language or behavioural needs, and there was also one pupil for whom English was an additional language. These were the four pupils who did not reach the average levels in the tests. In addition, the new headteacher has correctly identified the need to focus more closely on reading comprehension skills at Key Stage 2, and this was another reason why standards were lower, particularly for the more able pupils.
74. For current pupils at the end of Key Stage 2, standards are well below the national average. There are only a very small number of pupils (six) in Year 6, very few of whom reach average standards. However, a significant number of these pupils have special educational needs and all are achieving appropriately for their abilities. Current Year 6 pupils have made satisfactory progress since they took the national tests at the end of Key Stage 1. The school is fully aware that the targets set for this group of pupils two years ago were far too high and the current headteacher has made a much more realistic analysis. In all other year groups at Key Stage 2, the majority of pupils, including those with special educational needs, are making satisfactory progress to reach the standards expected for their age and achieve appropriately for their abilities.

75. At both key stages, standards in speaking and listening are around average and most pupils achieve appropriately for their abilities. As a result of the very good relationships between adults and pupils and the good quality discussions led by teachers, pupils communicate effectively and listen attentively to help increase their knowledge and understanding in a range of subjects. Key Stage 1 pupils talk confidently and listen well to their teacher and each other. They are helped to explain their work carefully and this helps them gain a good understanding of what they are learning in all subjects. Key Stage 2 pupils develop a greater confidence and all pupils, including those with special educational needs, express themselves clearly. Again, good prompting by their teachers ensures that they develop a good understanding of what they are learning. Good reference to technical terms in most subjects also means they naturally use technical vocabulary. Good reference to persuasive language in literacy lessons gives pupils the confidence and ability to argue their point in debate.
76. By the end of Key Stage 1, standards in reading are average. Most pupils read accurately and fluently at the level expected for their age and are beginning to use expression. They recognise most common words and they can build new words from using their knowledge of sounds and also the context of the story to make sense. Good promotion of reading through the home/school reading scheme encourages a positive attitude to books. Pupils with special educational needs receive good support and read at a level close to that expected, whilst the more able pupils read very confidently and expressively, with good understanding. At Key Stage 2, the majority of pupils make satisfactory progress. In Years 3, 4 and 5, most pupils reach the standards expected for their age. However, because of their prior ability which was well below average at the end of Key Stage 1, few Year 6 pupils reach average standards in reading. They know how to build up unknown words using sounds, and read the majority of words accurately, but few are fully fluent or expressive when reading from texts at the level expected. Year 6 pupils' comprehension skills are well below average because there has not been the progressive teaching of these skills and in this aspect, they have not made satisfactory progress. The new headteacher has put plans in place to address this concern, but there has not been sufficient time to improve standards sufficiently for this group of pupils. In the other year groups at Key Stage 2, particularly in Years 4 and 5, the majority of pupils reach the levels expected for their age. Because of good teaching in literacy lessons, the majority of Year 6 pupils have a sound understanding of how to find information in non-fiction books.
77. By the end of Key Stage 1, pupils reach the levels expected in writing. Handwriting is above average and the use of punctuation is at the expected level. Pupils can spell common words correctly although these skills are not transferred to their written work. Pupils write descriptions, using appropriate vocabulary, for example about a dragon. They make suitable plans for their stories before writing with a secure beginning, middle and end, for example about 'The Amazing Roller Coaster'. They are beginning to write in different styles, as in a fable and a 'Missing' poster. The more able pupils are using a wider range of vocabulary, for example in a fable about 'The Lion and the Cat'. Pupils with special educational needs are well supported, and although their spelling and punctuation are below average, their ideas and use of vocabulary are of average standards, such as in a poem 'Who lives in....?' Pupils are building satisfactorily on these skills as they move through Key Stage 2, and Years 4 and 5 pupils in the top class are now writing at the level expected for their age. However, because of their well below average standards at the end of Key Stage 1, the majority of Year 6 pupils do not reach average standards, particularly in their handwriting, spelling, use of punctuation and vocabulary range. However, due to current good teaching in literacy lessons, the way they set out and organise their work, including using paragraphing, reaches average standards, as does the match of writing to a specific purpose, for example in persuasive letter writing. The latter is due to good teaching in this aspect. The range of writing covers a Creation myth for religious education, a story about 'A Haunted Castle', an information leaflet about 'Surfing' and instructions on 'How to Groom a Horse'.

78. When asked to do so, pupils apply their literacy skills and develop these well in other subjects, for example in design and technology and also recently in information and communication technology. In particular, good instructional writing promotes progress well in both English and design and technology. However, specific opportunities to develop literacy skills in other subjects have not been planned for and so pupils' attainment in these skills is not promoted. In particular, greater progress would be achieved in writing if pupils had more opportunities to improve their skills.
79. Throughout the school, pupils with special educational needs are well supported. Teachers' very good management skills mean that pupils who have emotional and behavioural difficulties are helped to concentrate and listen. This ensures that they are making at least satisfactory progress in speaking and listening. Effective targets set in their individual education plans, together with the high levels of good and very good teaching, ensures pupils are making good progress in reading and writing.
80. At both key stages, pupils enjoy their work and the vast majority behave well in lessons, listening and responding well in whole-class activities. When working on their own or in groups, they concentrate well and work hard.
81. Teaching and learning are never less than good at both key stages. This means that pupils are now making good progress in lessons. The scrutiny of work shows that most pupils have made at least satisfactory progress over time, despite the high number of staff changes. Very good attention is paid to the needs of pupils in different year groups. Lessons are very well organised and pupils are managed very well. Group activities are effective because each class has a learning support assistant and, together with the class teacher, they constantly monitor pupils to ensure all are working hard. Teachers have good expertise and teach basic literacy skills well. For example, at Key Stage 1, there is effective teaching of different sounds in words and, at Key Stage 2, a good analysis is made as to what is effective in persuasive writing. This good teaching helps pupils to understand easily. Work is effectively matched to the different age and ability of pupils in each class. Effective feedback is given in most lessons, but the quality of marking is inconsistent, ranging from very good in lower Key Stage 1 to unsatisfactory on some occasions in Key Stage 2. This is partly the result of constant changes in staffing, but also because there is a lack of guidance about what is expected. There are few agreed procedures for the assessment and regular recording of pupils' progress and therefore the planning does not always build upon what the pupils know, understand and can do.
82. The curriculum, which is planned around the National Literacy Strategy, is satisfactory overall, and good arrangements have been made to provide for the mixed age classes and also for pupils with special educational needs. The provision to support reading is now good. Reading skills are effectively taught in literacy lessons and supported through guided reading activities. Pupils are also encouraged to read regularly, both at school and at home. Since the arrival of the new headteacher, an inviting library area has been organised which encourages pupils to enjoy books as well as making it easier for them to use their skills in looking for information books. Assessment in reading is satisfactory and yearly assessments help teachers to track progress as pupils move through the school. These procedures, together with the good knowledge teachers have of individual pupils, means assessment is satisfactory overall. A satisfactory number of resources give sound support to learning.
83. Leadership and management are satisfactory overall. Staff are aware of what needs to be done to improve standards and effective action has already been taken through observation and evaluation of teaching. The new computers are giving good support to learning and pupils

use a wide range of word processing and desktop publishing programs effectively. It is intended to monitor both the balance in the English curriculum and the pupils' written work.

MATHEMATICS

84. In the National Tests for pupils at the end of Key Stage 1 in 2000, the proportion of pupils achieving the expected Level 2 or above was well below the national average and the proportion achieving the higher levels was also below average. Taking account of the full range of attainment, the school's results were below the average of all schools nationally and also of schools in a similar context. This is because the number of pupils who took the tests was very small when compared with other schools, and this included a high proportion of pupils with special educational needs. The small numbers in each year group also makes comparisons with other schools more difficult. Since 1997, Key Stage 1 results have improved more than in most schools although overall, they have been below the national average. There is little significant difference in the attainment of boys and girls. Inspection evidence indicates that this year, most pupils in Year 2 will reach average standards.
85. In 2000 National Tests for pupils at the end of Key Stage 2, the proportion reaching the expected Level 4 and also the higher levels was above the national average. Overall, taking into account the full range of attainment, results were above both the national average and also the average of similar schools. As at Key Stage 1, the small numbers in each year group means that results are very closely linked to the individual ability of pupils in each cohort and the school's success is better judged by the trend in improvement over recent years and the progress pupils make as they move through the school. Standards in the National Curriculum test results since 1997 have shown a slight improvement, and are better than at the last inspection. The group of pupils who took the tests last year made much better progress than expected from the standards they achieved at the end of Key Stage 1. The performance of boys has been slightly better than girls over the past three years, but this is largely linked to ability.
86. For the majority of current pupils, standards are continuing to improve, particularly at Key Stage 1, and in Years 4 and 5 at Key Stage 2. This is partly due to the implementation of the National Numeracy Strategy and the associated consistency of teaching across the school. In addition, the presence of full-time classroom assistants for the majority of Key Stage 1 pupils, and for pupils with special educational needs in upper Key Stage 2 is having a positive effect on progress. Standards for pupils currently in Year 6 are lower than last year and are well below the national average. The reasons for this are because there are a very small number of pupils in the year group, a significant number of whom have special educational needs. In addition, the standards these pupils achieved at the end of Key Stage 1 were also well below average, indicating that these pupils have not made unsatisfactory progress for their abilities whilst at the school. The targets set in 1998 for the number of pupils to achieve Level 4 this year were too high and the current headteacher has made a much more realistic analysis. The standards achieved by pupils in Years 4 and 5 are already higher than for the current Year 6.
87. Pupils currently in Year 2 are making satisfactory progress and are reaching average standards. The majority of pupils have a secure understanding of number, for example, they understand simple fractions, such as half and quarter, and add and subtract numbers to 100 and, for higher attaining pupils, beyond this. These pupils also can select suitable strategies to help them with addition, such as pairs of numbers that make ten. Most pupils can multiply and divide accurately with a unit number. Most pupils count accurately, especially when using resources, although some pupils with special educational needs still have difficulty in recognising and counting numbers to ten. The majority have a sound understanding of measures and correctly identify a range of two-dimensional and three-dimensional shapes,

but sometimes spell the name wrongly. Throughout the key stage, learning is good as pupils benefit from good teaching and effective additional adult support.

88. The numeracy programme and activities well matched to pupils' abilities ensure Key Stage 2 pupils build on and extend their skills at a satisfactory rate. The best progress is made by Years 4 and 5 pupils. The majority of Year 5 pupils reach the standards expected for their age, with a third of pupils already working beyond this. The booster classes held for Year 6 pupils provide extra help in preparation for the end of key stage tests. Although this is improving their progress, prior ability means that few can confidently apply their knowledge and skills at the required level to reach average standards. Their ability to interpret word problems, work at the necessary pace and check their work systematically are all below that expected. In all year groups, the majority of pupils with special educational needs make good progress as a result of the well-planned work and good use of learning support staff.
89. By the end of Year 6, the majority of pupils have a sound understanding of place value and recognise the equivalent links between simple decimals, fractions and percentages. They have a secure understanding of basic mental and written methods of calculation. However, in the latter, their work often contains errors. Pupils' knowledge and use of multiplication bonds are well below average, particularly in the seven, eight and nine times tables and they do not fully understand or use estimation, division and multiplication with higher numbers, or negative numbers. Pupils have a sound understanding of measures, for example in directed activities they accurately calculate area and perimeter. They also have a basic knowledge of two- and three-dimensional shapes, tessellations and angles. However, pupils' ability to apply this knowledge in new calculations is not secure and they often make simple errors. In addition, they do not retain sufficient of the new skills and knowledge they have been taught. Most pupils accurately interpret bar graphs, but not line graphs and pie charts and they do not understand the terms 'mean', 'mode', 'median' and 'range'. Pupils' skills in solving problems and using the calculator are well below average. However, in many of these areas, the majority of Year 5 pupils are working at a much higher level than this.
90. Throughout the school, pupils enjoy lessons, concentrate and work hard which helps them to make at least satisfactory progress and achieve satisfactorily for their abilities. Pupils are interested in numbers, enthusiastically participating in mental and oral activities, for example when Key Stage 1 pupils count forwards and backwards in twos, fives and tens. The increasing use of computers in lessons also supports and motivates pupils well and this encourages good attitudes and progress. There has been a considerable number of changes in teachers for Class 2 this year, due to circumstances outside the school's control. Although most pupils in the school work and behave well, this disruption in teaching has had a significant effect on a small group of boys, many of whom have special educational needs and whose lack of concentration and calling out slows the pace of learning.
91. The overall quality of teaching is satisfactory, and is good in Key Stage 1 and satisfactory in Key Stage 2. In most lessons, good organisation and management promotes positive behaviour and attitudes and results in the co-operative way in which pupils respond. The best teaching in both key stages reflects good subject knowledge, clear explanations, challenging questioning and a brisk pace. In a very good lesson in Class 1, Year 1 pupils worked at addition of tens and units and Year 2 pupils practised subtraction, with good monitoring and support of progress. Work is consistently well matched to pupils' levels of ability in most lessons in both the mental maths and main activity. On occasions, although the teaching was satisfactory, the effectiveness of learning was limited by lengthy explanations and a lack of extension activities for the small minority who finished quickly. All pupils, including those with special educational needs, are encouraged to contribute in whole-class sessions and pupils are good at explaining their methods and justifying answers. Across the school, the use of numeracy skills is promoted in other subjects such as information and communication

technology and science. For example, in design and technology, Year 4 pupils were required to measure accurately to cut the frame for a vehicle. This practice is particularly good in Key Stage 1. Marking is satisfactory overall, but there is some inconsistency in Key Stage 2, with the best including evaluative commentary and some marked only for accuracy. Homework gives satisfactory support to learning.

92. The school is working hard to improve teaching and standards. The National Numeracy Strategy has been effectively implemented and the curriculum is satisfactorily planned around this. However, the application of the skills pupils have acquired and their use in investigations are not promoted as well as they could be, nor is the use of calculators. Pupils' progress is monitored satisfactorily, with assessments recorded against key objectives from the Numeracy Strategy and the information used to help teachers' planning. The co-ordinator has correctly identified the need to develop consistent record keeping throughout the school. The subject is satisfactorily co-ordinated by the headteacher who has produced an effective improvement plan to help to improve the quality of provision and raise standards. There is a good up-to-date policy based on the National Numeracy Strategy, promoting cross-curricular teaching of the subject. The local authority primary adviser has worked closely with the headteacher to monitor mathematics teaching in all classes, supporting individual staff to improve teaching and learning. Resources are satisfactory and there are plans to enhance provision with the purchase of additional equipment.

SCIENCE

93. In the teacher assessments at the end of Key Stage 1 in 2000, the proportion of pupils achieving the expected Level 2 was similar to the national average, and the proportion achieving the higher levels was well above. In the National Tests in 2000, at the end of Key Stage 2, the school's results were well above the national average because all pupils taking the tests achieved the expected Level 4 and the proportion achieving the higher levels was close to average. When compared with schools in a similar context, results are close to average. Results at Key Stage 2 have risen well since the school was last inspected in 1997 when standards at the end of both key stages were judged to be average. Standards at Key Stage 2 have risen substantially over the past three years. The performance of boys in Key Stage 2 national tests is significantly better than that of girls, but this is mainly due to their ability in the subject. The small number of pupils in each year group makes it difficult to make secure comparisons between years. The progress of last year's Year 6 pupils improved significantly as the comparative tests results at Key Stage 1 and Key Stage 2 showed.
94. In spite of the considerable changes in staffing, the school has maintained at least satisfactory progress for current pupils in all year groups. At the end of Key Stage 1, the majority of pupils reach average standards and achieve appropriately for their abilities. For pupils in Year 6, standards are well below average, although they achieve appropriately for their abilities. Test data shows that they have made satisfactory progress since they were assessed at the end of Key Stage 1. This satisfactory progress is a result of effective teaching and learning and the good range of practical activities which have ensured that learning is interesting and accessible for the majority.
95. Key Stage 1 pupils make steady progress in the acquisition of knowledge and skills. Year 2 pupils name parts of the body correctly and accurately sort materials by describing them as shiny, opaque, transparent and rough. They have a secure understanding of forces, and draw diagrams distinguishing clearly between pushes and pulls. The more able pupils describe the characteristics of materials and label a diagram of teeth correctly. They also explain the position of a shadow in relation to the sun and why shadow length varies during the day.

96. Standards at the end of Key Stage 2 are well below average. The small cohort of Year 6 pupils has made satisfactory progress for their abilities, but only a very small minority reach average standards. This is mainly because their limited recording skills inhibit their written work in science. In addition, their knowledge of scientific terminology and conventions for recording is below that expected. For example, although they accurately label electrical circuits using pictures, they do not use the correct symbols. Pupils recognise the characteristics of living things, but not how they can adapt to different environments. Pupils in Years 4 and 5 are making better progress and their work shows they reach the standards expected for their age. The school recognises this and it is reflected in the targets set for these pupils for the end of key stage tests.
97. Throughout the school, pupils enjoy their work, particularly practical activities and the opportunities teachers provide for them to work in small groups and discuss their findings. This also makes a positive contribution to the development of speaking and listening skills. In practical work, pupils are excited and interested and most behave well, although a minority of boys in Year 3 find it difficult to maintain concentration for the whole session. Pupils are keen to answer questions, make suggestions, carry out investigations and explain their predictions and observations. At Key Stage 2, in particular, they confidently explain their ideas. The good promotion of group work also supports pupils' personal development well.
98. The quality of teaching is never less than satisfactory. It is good in Key Stage 1 and satisfactory in Key Stage 2. The best teaching is exciting and allows pupils to develop their own ideas within the context of the key scientific objectives planned. This was well demonstrated in a good Key Stage 1 lesson where Year 1s and 2 pupils investigated light and dark. The teacher reviewed earlier work well, organised the groups effectively and encouraged pupils in their investigations by using effective questioning to help them explore hypotheses and explain what they had learnt. In the best lessons, the teachers have good subject knowledge, use correct scientific vocabulary and give clear explanations. Challenging work is set which is well matched to the range of abilities in the class. In a few lessons, not enough attention is given to the use of scientific diagrams in the recording of work. Information and communication technology is used well to support learning, for example pupils observed the movement of the earth in relation to the sun via a computer program. Pupils with special educational needs receive good support when working in groups with learning support assistants, particularly in Key Stage 1. Marking does not always help pupils to improve the recording and content of their work. At times, errors in spelling scientific terms are uncorrected.
99. Science throughout the school is based around a national scheme of work. It is organised in half-term topics on a two-year cycle to meet the needs of pupils in the mixed age classes. This ensures that pupils are covering all areas from the National Curriculum Programmes of Study. Insufficient emphasis is given to the development of scientific terminology such as reversible and irreversible change, the correct spelling of scientific terms, and the presentation and labelling of scientific diagrams. The rolling programme of topics which is necessary to meet the needs of pupils in the mixed age classes, means that some pupils forget what was being taught previously.
100. Despite frequent unavoidable changes in co-ordination of science since the last inspection, the school has made satisfactory progress in improving the provision and raising standards. In the last year alone, there has been three changes in subject management. Currently there is no co-ordinator and the headteacher is overseeing the subject. At present, management is not effective because the monitoring of planning, teaching and pupils' work is unsatisfactory. The school recognises as an immediate priority the need to develop consistent whole-school assessment practices and record keeping systems in science. Since the last inspection, resources have improved and are satisfactory.

ART AND DESIGN

101. It was only possible to see one lesson, in Key Stage 1 during the week so evidence is also taken from the scrutiny of pupils' work, including that on display around the school. In those aspects seen, by the end of both key stages, the majority of pupils reach standards which are at least in line with national expectations, and in some aspects, they exceed them. The achievement of all pupils, including those with special educational needs, is good. The school has maintained the standards seen at the time of the last inspection.
102. Key Stage 1 pupils weave using both wool and paper, design a costume to wear to a party, sketch the sculptures they observe in the church and design and make clay animals, all at the standards expected. In their graphic design work, especially when they use the computer, they often reach above average standards, for example in designing a border for the photograph they have scanned. At both key stages, the use of the computer for art and design work is good. Steady progress is made and Key Stage 2 pupils complete very effective still life drawings at a standard above national expectations, for example of roller boots or a spider plant. A very effective topic, in which pupils completed pencil drawings based on the Holbein portraits of the Tudor royal family, led to them then drawing self- portraits in the same style. In this activity, a good number of pupils reached above average standards. Good links have been made with other subjects, for example when Years 2 and 3 pupils drew a scene inspired by listening to the music of Smetana.
103. Although only one lesson was observed, it is evident from the scrutiny of work that teaching and learning are good. Teachers have good subject expertise, and both skills and appreciation of different styles are taught well. Teachers set challenging activities and expect pupils to do well, which encourages them to explore different techniques and effects. Pupils enjoy their work, taking great care to produce their best. The school is following a national scheme of work although it is intended to adapt this to more closely meet the needs of pupils. Currently, pupils' work is not assessed regularly enough. This makes it more difficult for teachers to monitor the progress they are making and to use this information to help plan the next stage of learning. Partly as the result of changes in staffing which have left the subject without a co-ordinator, monitoring and evaluation of the curriculum and standards are unsatisfactory at present.

DESIGN AND TECHNOLOGY

104. Current standards at the end of Key Stage 1 meet national expectations. There is limited evidence of pupils' finished models at the end of Key Stage 2, but those aspects seen are in line with national expectations. In other year groups, pupils reach the standards expected for their age. At both key stages, all pupils, including those with special educational needs, have made sound progress as they moved through the school and achieve appropriately for their abilities. However, the rate of progress is now better and standards are improving, largely because the recently revised curriculum is more effective in helping to build on and extend pupils' skills and knowledge. This means the school has maintained the standards seen at the last inspection.
105. Only two lessons were observed, one at each key stage. Other evidence is obtained from the scrutiny of work, teachers' planning and discussions with staff and pupils. Key Stage 1 pupils use construction materials effectively and join wood and cardboard to make vehicles with moving wheels. Evidence in books showed experience of working with a suitable variety of materials including fabric, paper, card, clay and wood. Good links are made to literacy and numeracy and pupils use Information and communication technology graphics programs well as part of the design process. The quality of finished products is variable as less attention is

given to this aspect of the process. Key Stage 2 pupils develop skills with a greater range of tools and materials to produce finished products. An appropriate emphasis is given to the design, making and evaluation processes. Pupils with special educational needs are provided with prompts on their evaluation sheets. Year 6 pupils have completed work on pop-up books and shelters. In their current project for designing and making vehicles, pupils show a secure understanding of load bearing structures and measure and join accurately. They have completed labelled diagrams of good quality, and made frames successfully with square joints, strengthened by triangular card templates. They have begun to draw accurate plans to incorporate front and rear lights.

106. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Learning objectives are clear. Teachers and support staff have a sound understanding of the structures and techniques children need to make their finished products. In a very well planned and structured Key Stage 1 lesson, the teacher introduced the topic well with a range of puppets, stimulating great interest amongst the pupils. This led to very good progress being made with pupils investigating materials well before producing effective designs. At Key Stage 2, a well-planned lesson ensured Year 4 pupils concentrated well when working with saws and wooden spars to complete a vehicle frame. This allowed the teacher time to spend with those who needed greater help. Homework had been effectively used to support learning through a proforma identifying the tools and materials required for measuring, cutting and joining their wooden frame. Good emphasis is given to teaching the skills needed in both key stages.
107. Learning is good in Key Stage 1 and satisfactory in Key Stage 2. Pupils' attitudes and behaviour are good in lessons. They work well together co-operatively, share materials appropriately and remain on task well when not closely supervised. They show interest, concentrate well and work hard applying their abilities to set tasks. Pupils with special education needs make good progress.
108. The school has recently put in place an effective programme based upon national guidance. Good emphasis is placed on the processes of designing, making and evaluating products. There is a suitable range of planned experiences to develop pupils' skills with a variety of materials. The current vehicle project for Key Stage 2 pupils has been planned with good cross-curricular links. These include the application of practical measuring skills, the use of literacy skills in the design and evaluation stages and the application of knowledge of electricity circuits to make a set of front and rear lights.
109. Management of the subject is satisfactory at present and the new co-ordinator has begun to direct the work of the school well. There is now a good draft policy and a clear outline scheme of work. Effective consideration has been given to the use of longer sessions for making and evaluating products, with other taught sessions timetabled for designing and practising skills ensuring continuity of pupil experience. An appropriate subject improvement plan recognises the need to develop skills progression and experience of a wider range of materials. The co-ordinator is also aware of the need to standardise assessment and record keeping throughout the school and plans to extend the use of design and technology recording sheets, currently used in the lower school. Records would also be more effective if they were kept on finished products, for example by using photographs. The recent developments in information and communication technology provide a very good basis for a wider application of computer-aided design and control at Key Stage 2.

GEOGRAPHY

110. It was only possible to observe one lesson, at Key Stage 2 during the inspection. Evidence is also taken from the scrutiny of work and teachers' planning. At the end of both key stages, the majority of pupils reach standards in line with national expectations. Key Stage 2 pupils achieve appropriately for their abilities, but achievement is good in Key Stage 1, largely because of the wide range of activities linked to the National Curriculum Programmes of Study. This is an improvement since the last inspection, particularly for Key Stage 1 pupils where the curriculum was judged to be too narrow.
111. At Key Stage 1, pupils compare and contrast seaside places with the countryside, and particularly the area where they live. Technology is used very well to support their learning and a group of pupils have made a good video introducing the audience to Dunkeswell and Broadhembury, including the church and school. They begin to understand how maps are organised and recorded and draw the route they take to school. They develop knowledge of climate in different parts of the world when they consider what 'Barnaby Bear' has to pack in his suitcase. These skills are built on effectively at Key Stage 2. A study of the local area looks at environmental issues and pupils are gaining an understanding of the impact of human habitation on the environment. They also learn how to improve this, particularly when helping to design a new outdoor area for their school. They increase their knowledge of maps and can place the main oceans and important countries on the world map. They also gain further knowledge about the way of life and climate in different countries, for example in their study of a village in India. Less emphasis is given to recording through written work which limits pupils' use of their literacy skills.
112. In the lesson observed, pupils' behaviour and attitudes to their work were good. They worked well both independently and in a group.
113. In the lesson observed in upper Key Stage 2, teaching was good. The quality of work seen shows that it is generally satisfactory at Key Stage 2 overall and good at Key Stage 1 because of the quality of work produced. At both key stages, teachers have a good knowledge of geographical skills and themes. They explain these well to pupils and this helps them to make good gains in their learning at Key Stage 1 and satisfactory gains at Key Stage 2. In the lesson observed, the management of pupils and the organisation of group work was good. Because of the good support given, pupils worked hard, behaved well and had a clear understanding of the skills and knowledge.
114. The curriculum is satisfactory overall, and covers a good range at Key Stage 1. The school has recently introduced a national scheme of work and is gradually adapting to meet the specific needs of pupils. However, assessment procedures are not yet in place and so planning to build on and extend pupils' skills is not as effective as it could be. The new subject co-ordinator has a good understanding of how to develop the subject and has clearly identified what needs to be improved, including updating resources, particularly atlases. Procedures for monitoring the curriculum provision and pupils' progress have been put in place, but not yet implemented.

HISTORY

115. Only one lesson was observed during the inspection in a mixed Year 2/3 class which contains pupils from both Key Stages 1 and 2. Evidence is also taken from the scrutiny of pupils' work. By the end of both key stages, the majority of pupils, including those with special educational needs, reach standards in line with national expectations and achieve appropriately for their abilities. This maintains the standards seen at the last inspection.

116. Key Stage 1 pupils know about famous people in history, for example Neil Armstrong. They make a good comparison between the work of Florence Nightingale and Mary Seacole. They gain information from studying artefacts, for example when they compare their toys and those which children played with in the past, or comparing their bedroom with one from Tudor times. They increase their understanding of the passing of time by drawing a family timeline from their grandparents to the present day. In the lesson observed, pupils from both key stages were using books, artefacts and The Internet to research about Britain in World War 2. Key Stage 2 pupils have a secure knowledge of what life was like in the past, for example in Ancient Greece and in Britain at the time of the Romans, or Tudors. They have a sound understanding of the Tudor royal family and effectively compare the lives of rich and poor people.
117. In the lesson observed, pupils' behaviour and attitudes to their work were satisfactory. Most pupils concentrated and worked hard.
118. Although little teaching was seen, from the work pupils are doing, it is evident that teaching and learning are satisfactory at both key stages. Teachers have a secure understanding of historical skills and knowledge and teach these in a way which interests pupils and encourages them to learn.
119. The curriculum, which is built around a national scheme of work, makes effective provision for pupils in the mixed age classes although the school has correctly identified that it needs to be more closely matched for the school, for example in linking to local history. Because there are no agreed procedures, assessment is not used to help build on and extend pupils' skills and knowledge. The newly appointed curriculum co-ordinator has not yet had the opportunity to evaluate the provision in order to plan for further developments.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

120. Standards are above national expectations at the end of Key Stage 1. Standards are below expectations at the end of Key Stage 2 although, at the time of the last inspection, they were found to be in line with national expectations. There are two main reasons for this. Firstly, since the last inspection, National Curriculum 2000 has increased requirements considerably and, secondly, the cohort of pupils currently in Year 6 have had insufficient time to benefit from the new resources and developments introduced this year. The school has recently put in place an effective curriculum, which is being taught very well, particularly by the headteacher and a learning support assistant with responsibility for ICT, and also through making excellent use of the new laptop computers. During this year, a programme of lessons has been established to teach basic skills throughout the school. As a result, standards are rising rapidly and pupils are making progress in learning new skills in using word processors, desktop publishing, the Internet, control technology and spreadsheets. The school is also developing a web page to which pupils will contribute and has e-mail links with a school in New Zealand.
121. During this inspection, two lessons were observed in the subject, one in each key stage. Other evidence was obtained by observation of pupils using computers in the course of the school day, scrutiny of teachers' planning and pupils' work, and through discussion with pupils and staff. Due to the good range of experiences they are given, Key Stage 1 pupils quickly learn basic keyboard and mouse control skills. By the end of the key stage, they can use a word processor, and complete simulations to a good standard. Good use of graphics programs helps them to draw accurately, selecting different colours and paintbrushes and also combining text and graphics effectively. They have secure knowledge of the Internet and e-mail and competently control programmable toys. In addition to using a digital camera and a scanner, one group of Year 2 children produced a short video with a commentary comparing

life in Broadhembury with that in Dunkeswell. Pupils achieve well and exceed the national expectations for seven-year-olds. Progress continues through the school and, for Key Stage 2 pupils, achievement is satisfactory. Pupils in Years 4 and 5 use the Internet to access pictures for a front cover design. In a desktop publishing package they copy, cut, paste, reduce and repeat pictures, add text and improve the presentation by using different fonts for headings. One group of Year 5 pupils attached light gates to the computer and undertook an investigation to test the speed of toy cars successfully. The work undertaken by Year 5 is a good basis for achieving the school target for this group for reaching standards in line with national expectations at the end of next year. At both key stages, the progress made by pupils with special educational needs is also good, as additional adults often support them in lessons.

122. Throughout the school, ICT is used to support other subjects well, particularly in English, mathematics, science, and art. For example, pupils reinforce literacy skills by word processing instructional texts in design and technology and write school contributions for the parish magazine. Teachers also make good use of computers for demonstrations and for work preparation.
123. Teaching and learning are good. Teachers have received effective training as part of the New Opportunities Fund (NOF) initiative and their expertise is good. The subject co-ordinator and the computer technician support them very well. Lessons are well planned with good emphasis on the teaching of skills which pupils learn easily. Pupils are well managed and use the new laptop computers sensibly. They behave well and concentrate for good lengths of time showing a great interest in the activities set them and develop their ability to work independently. Teachers are starting to assess the standards pupils are achieving and the co-ordinator recognises the need to standardise record keeping in ways that help teachers to plan more effectively for the next stage of learning and help pupils to recognise the progress they are making.
124. The headteacher is managing the subject very well. In addition, the contribution to this aspect from the learning support assistant, with a specific responsibility for the subject, is very good. This has resulted in excellent management and leadership. The school has a good subject policy document, a developing portfolio of pupil work and a subject improvement plan with clear appropriate targets. This quality of leadership and drive to improve attainment has resulted in standards improving at a very fast rate although not enough time has passed for this to raise standards sufficiently for Year 6 pupils. Good provision has been made for pupils in Years 4, 5 and 6 to work independently, reinforcing basic skills and researching information at times such as registration. At the time of the last inspection, resources were unsatisfactory. They are now good and are having a positive impact on improving standards.

MUSIC

125. Two lessons, one at each key stage, were observed during the inspection. Evidence is also taken from singing during assemblies, peripatetic lessons and a lunchtime club. In those aspects of the subject seen, the majority of pupils at both key stages, including those with special educational needs, reach the expected standard and achieve appropriately for their abilities. Standards in knowledge of how music is composed are better than this. This largely maintains the standards seen at the last inspection.
126. By Year 2, pupils can copy, maintain and extend a simple rhythm. They have a good technique for playing a range of percussion instruments and are beginning to make good suggestions for how different sounds can promote a theme or mood. They sing accurately and tunefully. These skills are built on well at Key Stage 2, where pupils are acquiring good skills in analysing the quality of sounds. They are developing a satisfactory understanding of

pitch and a good understanding of concordant sounds and this helps them to sing rounds well. They understand how music can be arranged in a two-part harmony, but are not as yet so skilled in using this in their own singing in two parts. The quality of their singing in unison is good, for example in an expressive and reflective version of The Lord's Prayer. Pupils enjoy their learning and the vast majority behave very well, participating enthusiastically in activities.

127. Teaching is good at both key stages. Teachers have good expertise and demonstrate and explain things well, which helps pupils to easily learn new skills. They are good at evaluating how well pupils are learning and helping pupils themselves to identify how to improve. Currently the school is following the national scheme of work, which it plans to adapt to match the needs of pupils in the school. The curriculum is enriched by the opportunity for all pupils to learn the recorder in a lunchtime club, held on two days, which is led by the wife of the local Rector. Instrumental tuition is also offered to pupils in the keyboard, clarinet, cornet and guitar. The performing aspect is also supported well by many opportunities, for example in the weekly church service and in performances such as 'Alice in Wonderland'. The fact that there are no agreed assessment procedures for the subject means assessment of previous work does not give teachers enough information to help in their planning for the next steps in learning. Under the previous senior management, co-ordination of the subject had been underdeveloped. Although this situation has now been addressed, there has been insufficient time for the procedures for monitoring teachers' planning and pupils' work to be implemented.

PHYSICAL EDUCATION

128. During the inspection it was only possible to observe one lesson of physical education for Years 5 and 6 pupils. Judgements are also based on the scrutiny of teachers' planning and discussion with staff and pupils. On the evidence seen, at the end of Key Stage 2, standards are in line with national expectations and all pupils, including those with special educational needs, achieve appropriately for their abilities. It is not possible to make a judgement about standards at Key Stage 1. In the previous inspection, no judgements were made about standards so it is not possible to comment on improvement since then.
129. The lesson observed focused on net and wall games, in particular padder tennis, with pupils learning how to use a forehand shot to place the ball over a net into a target area. In this, pupils made very good progress so that by the end of the lesson, they were fully aware of the need to co-ordinate feet, body position and timing to hit the ball with the centre of the racket. All pupils improved their stroke. As part of the Spring term programme, all pupils from Year 2 and above have swimming lessons at a local pool. Records show that all can swim at least five metres and many beyond this. A number of pupils in Years 4, 5 and 5 also have water safety awards.
130. Pupils enjoy games activities. They display very good attitudes and behaviour, listening carefully to the teacher. They work well together in pair and team activities and treat equipment with respect. The subject makes a good contribution to pupils' personal development, such as being fair in games, working as part of a team and co-operating in a range of activities.
131. In the one lesson seen, teaching was very good. Good provision was made for a warm-up session and the teacher's good subject knowledge, effective questioning and clear demonstration meant skills were developed progressively well. The pace was brisk and pupils were managed well helping to ensure very good progress was made. Individual skills activities and partner work incorporated increasing levels of challenge to extend the more able racket players. The teacher maintained a good overview of progress and matched challenge to individual abilities well, choosing individuals to demonstrate and lead activities who were sensible and competent.

132. The school provides a broad and varied curriculum based on national guidance, including, gymnastics, dance, games, athletics and swimming. Soccer coaching is provided by a professional coach. The time allocated to physical education in both key stages is rather higher than national averages as many of the facilities used are not on the school site. The satisfactory range of extra-curricular activities include tag rugby, cross-country running and athletics. Participation in after-school clubs is affected by the fact that many pupils use the school bus.
133. The effective co-ordinator has produced a school policy document and development plan of good quality. Currently there is no opportunity to monitor teaching nor is there an agreed system for assessing the progress pupils make. This means it is more difficult for teachers to plan the next stage of learning and for the school to make accurate judgements about what needs to be developed. However, the co-ordinator has correctly identified gymnastics as an area of focus. Weaknesses in accommodation prevent greater progress in some areas of physical education. The outdoor sports field is some distance from the school. The village hall, which is used for gymnastics, is too small and lacks suitable equipment to develop this aspect of the curriculum. These deficiencies were also identified in the last inspection report. In spite of this, the school works hard to ensure pupils receive the full range of experiences and make the progress they should. Resources are satisfactory for teaching other areas of the programme and good thought has been given to providing a range of resources for pupils to use at break and lunch times.

RELIGIOUS EDUCATION

134. Two lessons were observed, one at each key stage, and evidence is also taken from the scrutiny of work. By the end of both key stages, the majority of pupils, including those with special educational needs, reach the standards set out in the locally agreed syllabus. They achieve appropriately for their abilities. This maintains the standards seen at the last inspection.
135. Key Stage 1 pupils have a secure knowledge and understanding of the main beliefs and festivals of Christianity and Judaism. They know the significance of the features of their local church and a synagogue. They have a good understanding of a range of creation stories and know that the Bible is a special book to Christians. They know about stories of important people such as Abraham and John the Baptist.
136. At Key Stage 2, pupils build on this knowledge and begin to learn how religion plays an important part in peoples' lives, such as encouraging them to go on a pilgrimage. They are gaining a secure understanding of the Christian Rites of Passage, for example marriage and how 'The Torah' is a special book to Jewish people. They increase their knowledge of world religions, for example of Islam. The use of pupils' literacy skills is not promoted as well as it could be, particularly in writing. This limits the progress pupils make in these aspects.
137. Pupils listen very attentively in most lessons and are interested in the different beliefs and traditions of other people. The good attitudes they have to the subject help support their personal development well.
138. In the lessons seen, teaching and learning were very good at Key Stage 1 and good at Key Stage 2. The scrutiny of work shows that, overall, teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Teaching and learning are supported by the very good relationships seen in the school which encourage pupils to explore meaning and belief and link this to their own lives, for example in considering their responsibility for the environment. Teachers are skilled in managing discussions and helping pupils to increase their

understanding well. Curriculum planning, based on the locally agreed syllabus is satisfactory. The school intends to adopt a new scheme of work based on national guidelines in the near future. Partly as a result of this, assessment procedures are not in place so planning for the next stage of pupils' learning is not as effective as it could be. The school's own resources are not extensive but these are augmented by the local loans services. Visits, for example to the local church and a synagogue, support learning well. Management of the subject has been adversely affected by a number of staff changes, and the current co-ordinator has only taken on the subject this term. As a result, monitoring and evaluation are at an early stage of development.