

# INSPECTION REPORT

## **HIGH BICKINGTON CE PRIMARY SCHOOL**

High Bickington, Umberleigh

LEA area: Devon

Unique reference number: 113378

Headteacher: Mrs J Rudman

Reporting inspector: Mr W Agnew  
19956

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> May 2000

Inspection number: 215576

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 category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	High Bickington Umberleigh Devon
Postcode:	EX37 9AY
Telephone number:	01769 560324
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Wingate
Date of previous inspection:	16 <sup>th</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr W Agnew	Registered inspector	Mathematics Science Music Information technology Design and technology Religious education Equality of opportunity	The characteristics and effectiveness of the school The school's results and pupils' achievements Pupils' attitudes, values and personal development Teaching and learning Leadership and management
Mrs J Gallichan	Lay inspector		Pupils' welfare, health and safety Partnership with parents and carers
Mrs V Emery	Team inspector	English Art Geography History Physical education Under-fives Special educational needs English as an additional language	Quality and range of opportunities for learning

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>20</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>23</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

High Bickington Church of England Voluntary Controlled Primary School is situated in the village of High Bickington in North Devon. It is a small rural school that serves the village and surrounding area. At the time of the inspection there were 67 full-time and four part-time pupils on roll, aged four-eleven years, organised in four classes. The numbers of boys and girls are approximately similar. A separate class of nine pupils under six years of age has been formed. This is a temporary arrangement that runs from January to July 2000. All other pupils are taught in classes that contain two year groups. Approximately ten per cent of pupils are entitled to a free school meal and this is marginally below the average for primary schools. In each year group there are less than ten pupils except for Years 1 and 5. The overall ability of the pupils on entry is average but the range in each year group is wide. The average ability of each year group is very different and this occurs when the cohorts of pupils are small. The special educational needs register has four pupils on roll, two of whom have a statement for specific learning difficulties, one who is partially sighted and another pupil speaks English as an additional language. Many of the pupils have attended the local playgroup prior to entry to school and almost all transfer to the same comprehensive school at eleven.

Employment in the area is mainly in agriculture and associated industries, which are in decline. A number of the pupils' mothers work part-time in nearby towns. A small number of parents belong to one of the professions. The reduction in employment opportunities has increased mobility in the area. The European Economic Community has assigned Objective 2 status to this area of Devon.

Significant staffing changes have occurred recently. A new headteacher has been recently appointed and a temporary teacher for the reception pupils. This is a large turnover of staff in a school that has a staffing complement of 4.2 full-time equivalent teachers.

### **HOW GOOD THE SCHOOL IS**

The school provides a good education for its pupils. Overall attainment on entry to the school is broadly average and by the time pupils leave school at the end of Year 6 their overall attainment in English and mathematics exceeds the national expectation and matches it for science. Good provision is made for the pupils with special educational needs and English as an additional language and the rate of learning of these pupils in relation to their prior achievement is good. Pupils in all year groups are achieving as well as they should with the exception of the higher attaining Year 2 pupils. Overall, the school provides good value for money.

#### **What the school does well**

- Pupils achieve highly in English at Key Stage 2 where literacy is taught well and good opportunities are provided for them to use and develop their skills across the curriculum.
- Relationships within the school are excellent and these make a very positive contribution to the quality and pace of pupils' learning.
- Pupils have very positive attitudes to school, collaborate purposefully with each other and are interested and involved in their lessons.
- Spiritual development is excellent, moral and social developments are very good and cultural development is good.
- The partnership between the school and the parents is very effective and the parents

make a significant contribution to their children's learning in a number of ways.

- The leadership and management provided by the headteacher and the governors are good.
- Very effective use is made of extra funding to provide a temporary teacher for the under-fives.
- The match of teachers and support staff to the demands of the curriculum is very good.
- Very effective use is made of the home/school book for homework and for establishing regular communication with parents.

#### **What could be improved**

- The use of assessment to guide whole school planning and target setting, and for tracking the learning of whole key stages, year groups and individual pupils.
- The distribution and deployment of coordinating responsibilities for subjects together with the provision of job descriptions for them.
- The planning, challenge and pace of the teaching for the higher attaining pupils in Year 2.
- The provision for the under-fives for the development of their creative and play opportunities.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made steady and satisfactory improvements since the last inspection in 1996 and has successfully addressed the key issues identified in the report. Standards observed in this inspection show improvements in English, mathematics, information communications technology (ICT) and design and technology. Standards in English have made the most improvement. Pupils' personal development has improved significantly and pupils with specific learning difficulties continue to make good progress in relation to their prior attainment. Curriculum planning is much improved and, together with teaching and finance, is carefully monitored. National literacy and numeracy strategies have been successfully implemented and these are contributing to the raising of pupils' standards of attainment.

### **STANDARDS**

Information about national test results is not published in reports when the number of pupils concerned is less than ten.

The school has set appropriate targets that vary from year group to year group to take account of the differences that occur when the groups are small.

The provision of a teacher for the under-fives and a teacher with high scientific qualifications to teach science at upper Key Stage 2, has made a positive contribution to the pupils' rate of learning. The teaching of literacy and numeracy has strengthened pupils' attainment in aspects of English and mathematics. Opportunities for pupils to use ICT and their knowledge and skills have improved.

Overall, pupils' attainments at least match the national expectation in all the lessons seen and in over a third of lessons national expectations are exceeded.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school and to learning. They enjoy coming to school and persevere with their tasks.
Behaviour, in and out of classrooms	Behaviour both in and out of classrooms is very good. Pupils collaborate purposefully when working and all age groups play together amicably in the playground.
Personal development and relationships	Very good. Relationships within the school are excellent and these make a significant contribution to the rate of pupils' learning. As they get older they take responsibility for a range of duties around the school and, in particular, look after younger pupils in the playground.
Attendance	Broadly in line with the national average.

The pupils' attitudes and values are a strength of the school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory overall (50% satisfactory / 50% 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 overall judgements relate to all subjects. Overall, six per cent of the teaching was very good, 61 per cent good and 33 per cent satisfactory. The teaching of language and literacy for the under fives is at least satisfactory and some is good. The teaching of mathematical development is good. At Key Stage 1, teaching of English is satisfactory and is good for mathematics. The teaching of English and mathematics is good at Key Stage 2. Literacy and numeracy teaching are at least satisfactory and good in a large number of lessons. These national initiatives contribute positively to the standards in English and to the rising standards in mathematics. A distinctive feature in all lessons is the very good relationships that exist in the school. These make the management and organisation of lessons a relatively simple task and contribute significantly to the pupils' rate of learning. Planning has improved and makes good provision for the range of pupils' abilities, except in Year 2 where the tasks are not always sufficiently matched to the abilities of the higher attaining pupils. Teachers' expectations are generally sufficiently high and teaching methods are effective. Time, support staff and resources are used well to support the pupils' learning. Assessment is used satisfactorily to guide planning and to match tasks to pupils' abilities but could be used more effectively. Homework is used very effectively to consolidate and extend the pupils' learning and is supported well by the parents.

Pupils' rate of learning is good overall and never less than satisfactory. The acquisition of knowledge, understanding and skills and the rate of productivity and pace of learning are strengths. The pupils also make very good use of what they know and apply it to their current



tasks. The individual requirements of pupils with special educational needs are met well. The rate of pupils' learning is a particular strength at Key Stage 2.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Lesson planning is generally good and schemes of work are in the process of being developed. A range of educational visits and visitors to the school extends the curriculum.
Provision for pupils with special educational needs	Good provision. In-class support is very good. Work is carefully matched to their needs.
Provision for pupils with English as an additional language	Very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision for spiritual development is excellent, very good for moral and social development and good for cultural development. This is one of the strengths of the school.
How well the school cares for its pupils	All staff provide sensitive and caring support and know their pupils well.

The school's links with parents, the parents' involvement in the work of the school, the quality of information to parents and the contribution of homework are very effective.

Equality of opportunity is good. All pupils have access to the range of activities the school offers except for younger pupils who have limited access to extra-curricular activities that occur after school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is providing effective leadership based on a detailed self-evaluation of the school. A range of initiatives arising from the self-evaluation is being diligently managed. All staff are committed to raising standards. Subject coordinators are monitoring provision and providing helpful advice and documentation.
How well the governors fulfil their responsibilities	Good. Governors are supportive of the school, visit on a regular basis and provide written reports. Although many are new to the role they are effectively fulfilling their statutory responsibilities.
The school's evaluation	A good start has been made recently to monitoring standards,

of its performance	teaching and learning and information has been successfully used to target areas for improvement.
The strategic use of resources	Good. Resources are targeted effectively to raise standards. The provision of a teacher for the under-fives has had a positive impact on standards. The appointment of a teacher with high scientific qualifications has improved the teaching of science at upper Key Stage 2 and has provided positive support for the science coordinator.

The school is very well staffed for a small school. Staff interests and expertise cover most subjects of the National Curriculum and recent appointments have extended this to include ICT.

Appropriate priorities have been identified through the stringent analysis of the school's self-evaluation. Prudent financial planning effectively supports these priorities and other developments.

Very effective use has been made of extra funding to increase temporarily staffing levels. Learning resources are adequate and are used effectively to support the pupils' learning. The accommodation has drawbacks and is not entirely suitable for teaching the full range of the National Curriculum.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>▪ Children like school.</li> <li>▪ Good progress is achieved.</li> <li>▪ The teaching is good.</li> <li>▪ The school is approachable.</li> <li>▪ Children are expected to work hard and to achieve.</li> <li>▪ Behaviour is good.</li> <li>▪ Links with parents are good.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Restricted range of extra-curricular activities with lack of access for Key Stage 1 pupils.</li> <li>▪ Parents held contrasting views about homework and would like the policy to be clarified.</li> </ul>

The inspection team agrees with the strengths identified by the parents, but considered the arrangements for homework and the communication through the home/school book a strength. The range of extra-curricular activities is good for a small school, particularly for Key Stage 2 pupils. The team agrees that provision for Key Stage 1 pupils is limited in comparison with Key Stage 2, but this is not unusual.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Attainment on entry for the current pupils in Reception is broadly average in all areas of learning, with the exception of numeracy where attainment is higher than expected for this age. Population mobility in the area results in a significant percentage of the pupils entering or leaving the school during the primary school age range. Consequently, baseline assessments do not represent an accurate prediction of potential attainment of individual or cohorts of pupils. The small number of pupils in the different year groups in the school results in each cohort potentially having very different profiles of overall attainment. The current Year 6 cohort has a larger than average percentage of pupils with specific learning difficulties.
2. Evidence from baseline testing shows that the attainment of the children under five is average overall and covers a wide range of ability. Their attainment in mathematical development is higher than average and this is maintained by the teaching. Some pupils achieve low scores in speaking and listening but these improve by the time they are five. Their personal, social and emotional development, their knowledge and understanding of the world are good. Their physical and creative development meets the national expected levels for this age, however, their learning is restricted by the limited space, although the teaching strives to overcome these deficiencies.
3. By the end of Key Stages 1 and 2, pupils' overall attainment in English is beyond the national expectations. Reading skills are developed well and Key Stage 2 pupils have effective research skills. Writing standards match the national expectation at the end of Key Stage 1 and overall exceed the national expectation at Key Stage 2. Joined handwriting and a range of writing styles are insufficiently developed at Key Stage 1 and particularly affect the rate of learning of the higher attaining pupils. At Key Stage 2, letter writing and experiencing a broad range of writing styles contribute to the higher levels of attainment. Literacy is well established and pupils attain average or above average levels in spelling, grammar and punctuation together with a well developed knowledge of books. Speaking and listening skills are systematically developed and are above average by the end of Key Stage 2. Pupils' attainment in mathematics matches the national expectation at the end of both key stages and some pupils at Key Stage 2 exceed the national expectation. The National Numeracy Strategy has been conscientiously implemented. Although the pupils' instant recall of a range of number bonds remains uncertain, measurable improvement occurs on a daily basis. No pupils at the end of Key Stage 1 achieve standards in excess of the national expectation. A number of pupils achieve higher than average levels by the end of Key Stage 2. At both key stages, the pupils attain levels in science that match the national expectation. Pupils have an appropriate understanding of what constitutes a fair test for their age. Pupils' attainment also meets the national expectation at the end of both key stages in information communications technology (ICT) and religious education.
4. Pupils' standards in art, design and technology, geography, history, music and physical education (PE) are close to the national expectation with some exceptions. Art at Key Stage 2 and some examples of design and technology planning and models are beyond the national expectation. At Key Stage 1, the pupils' ability to devise games in physical education and explain the rules to others is also an improvement on the national expectation.
5. Pupils with special educational needs develop positive attitudes to their learning. These

good attitudes influence their rate of learning, resulting in them achieving well in relation to their prior attainment.

6. Higher attaining pupils achieve appropriate standards in most subjects at Key Stage 2. At Key Stage 1, the higher attaining pupils in Year 1 attain standards in excess of the national expectation but this is not continued in Year 2. The lack of challenge for these higher attaining pupils contributes to their achieving lower standards than might be expected.

### **Pupils' attitudes, values and personal development**

7. Pupils' attitudes, values and personal development are good and parents are happy with the way the school develops these areas. Attendance is in line with the national average and pupils generally arrive at school on time for lessons. A great sense of harmony exists in the school that is underpinned by the excellent and purposeful relationships that exist between pupils and pupils, and staff and pupils. Pupils are interested, enthusiastic and involved in lessons and a range of other activities. Older pupils, in particular, collaborate with each other sensibly including times when they are not directly supervised. They respect the feelings, values and beliefs of others and have a clear understanding of the impact their actions might have. Oppressive behaviour, teasing, taunting, bullying and racist remarks are conspicuous by their absence. Opportunities are provided for the pupils to take responsibility for their learning, particularly at Key Stage 2 where they also are required to arrange rooms for assemblies and to assist with the supervision of younger pupils at lunch times. A minor weakness is the provision of fewer opportunities for Key Stage 1 pupils to exercise initiative and responsibility. The introduction of Family Group assemblies, discussion time, known as circle time, and lessons in personal, social and health education is enabling the pupils to learn more about themselves and their development as an individual and as members of a variety of groups.
8. Good provision is made for pupils with special educational needs and English as a second language. Well-trained special needs assistants work closely with class teachers. The teaching is good and every effort is made to ensure that the pupils make good gains in their learning. This is mainly because of the detailed knowledge of pupils' development and gains in their learning are used well to inform future tasks.

### **HOW WELL ARE PUPILS TAUGHT?**

9. The teaching is good overall and this is an improvement since the last inspection. It is good for the under-fives, satisfactory overall with much good teaching at Key Stage 1, and good at Key Stage 2 with examples of some very good teaching. During the inspection there were no examples of unsatisfactory teaching. Examples of good teaching occur in all parts of the school and in most subjects.
10. The teaching of literacy is good for the under-fives and at Key Stage 2 where expectations are high, the pace is brisk and the planning is matched to the pupils' abilities. It is satisfactory at Key Stage 1, but the planning makes insufficient provision for the higher attaining pupils in Year 2 and the pace is, at times, too slow. The teaching of numeracy is broadly similar, except for Key Stage 1 where some lessons have insufficiently high expectations for the higher attaining Year 2 pupils to need who work with sustained concentration.
11. In general, the teaching of the under-fives is good. The teacher's knowledge and understanding of the National Curriculum and religious education, the effectiveness of lesson plans and the quality and use of continuous assessment is satisfactory.

Expectations are high. The teaching methods are good and effective. The management of the pupils and the use of time, support staff and resources are good and contribute to the good relationships and rate of learning. The communication between school and home though the home/school book is very good and productive. The pupils' acquisition of knowledge, understanding and skills progresses at a good rate. Their productivity and pace of working are good and they make effective use of their own knowledge of their learning to answer and ask questions. Their interest, concentration and independence are satisfactory as is the intellectual, physical and creative efforts they put into their learning.

12. At Key Stage 1, the teacher's knowledge and understanding of the subjects taught are good together with their ability to organise pupils into appropriate teaching groups and manage them effectively. The planning of lessons mostly makes suitable provision for the range of pupils' abilities in a class. Expectations are generally high. A wide range of teaching methods is used to good effect. Time and resources are used purposefully. Continuous assessment of the pupils' oral and written responses is used well to guide the subsequent teaching. Homework is satisfactory and helps to consolidate or extend the pupils' learning. The support staff are very effectively deployed and this makes a significant contribution to the rate of learning of pupils with special educational needs and other small groups. For example, the supervision of pupils using non-standard units to measure capacity was undertaken with both rigour and sensitivity and ensured that pupils' increased their knowledge and understanding. The lack of planning to take account of the higher attaining pupils in Year 2 and the pace of some lessons contribute to underachievement by these pupils. The teaching for the other pupils in the class results in the pupils acquiring knowledge, understanding and skills at a satisfactory rate.
13. Teaching at Key Stage 2 is consistently good and the management of pupils is very good. The intellectual and creative skills of the higher attaining pupils are frequently challenged. The provision for pupils experiencing difficulty in learning is sensitively paced and matched to their abilities. As a result, the overall rate of learning is good and the productivity and the pace of work are often higher than average. The pupils are very interested and many work with sustained concentration and a high degree of independence. The relationships between pupils and staff are a key feature to learning in a classroom climate that is conducive to purposeful productivity. Effective use is made of the home/school book but examples of inconsistency sometimes occur at upper Key Stage 2. Pupils with special educational needs and English as an additional language receive very good support and this makes a significant contribution to their rate of learning. The recent appointment of qualified scientist to teach science to upper Key Stage 2 pupils is contributing to raising standards in this subject.

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

14. The curriculum has appropriate breadth, balance and relevance and includes all the subjects of the National Curriculum. Statutory requirements are met, including those for religious education and collective worship. A satisfactory range of practical activities is provided in the Reception class, covering all the required areas of learning and based on firsthand experience. A good range of extra-curricular provision, which is mainly for Key Stage 2 pupils, extends beneficially the curriculum. Additionally, the school provides extra literacy support for Year 3 and booster classes in Year 6. Since the last inspection, improvements have been made, and continue to be made, in the planning systems at all levels. Health, sex and drugs' education are appropriately taught through a good personal, social and health education programme and through the science

curriculum.

15. A suitable balance of time has been allocated to subjects with appropriate emphasis on literacy and numeracy. The time allocation for science at Key Stage 2 is minimal in comparison with most other schools and this may have contributed to the below average standards attained over recent years.
16. Equality of access for all pupils is well addressed and this reflects the school's positive and purposeful ethos. A minor weakness is the limited extra-curricular provision made for Key Stage 1 pupils.
17. The pupils identified by the school as having special educational needs receive well-planned and effective support. This is based on work that is matched carefully to their levels of understanding. The school's special needs assistant provides very effective and sensitive help and support. Pupils with special educational needs are identified from their school's baseline assessment, which is administered in the Reception class, or on entry to school at a later point. Individual education plans, at present, are not sufficiently precise, but to a certain extent are compensated for by regular target setting that is agreed for all pupils. The needs of pupils with statements for special educational needs are met in full and are annually reviewed with the full involvement of parents.
18. Policy documents are in place for all subjects and are starting to be referenced to the new government guidance. Long-term planning is based on a two-year cycle of topics and translates into satisfactory medium-term plans, which are closely linked to the National Curriculum Programmes of Study. The planning systems for literacy and numeracy closely follow national recommendations. Short-term plans vary in detail. Some fail to make sufficient provision for the wide range of pupils' ability in the class. This weakness is more evident in Key Stage 1, for example when planning group tasks in literacy and numeracy lessons.
19. The school makes very good provision for the pupils' personal development including, spiritual, moral, social and cultural development. This is an overall improvement since the last inspection.
20. Provision for spiritual development is excellent. Frequent opportunities are provided for pupils to reflect, consider and value others' achievements and to be fascinated by the scope and range of natural phenomena. School assemblies are of good quality and present a balance of stories from the Bible and time for pupils to reflect quietly and to come to understand themselves, the wider world and their place in it. Pupils clearly demonstrate curiosity, fascination, awe, respect and wonder in all areas of the curriculum. When looking at local maps and photographs from different times, for example, they reflect on how their community has altered, the reasons for it and what it means to them. Opportunities in Family Group discussions and collective worship present times for pupils to express their personal feelings and to raise awareness of others' feelings to enable collective decisions to be made. A good example of this occurred in a discussion concerned about how the school would protect its quiet area, which is to be established in the churchyard. Discussions during personal and social education lessons frequently focus on reflective issues such as, why people who are so different can live together peacefully and consideration of important individual characteristics.
21. Provision for pupils' moral development is very good. The school strongly promotes the principles of honesty, truth and respect for others through a very wide range of procedures. All pupils for example, are involved in formulating expectations for their classroom behaviour, which are reviewed on a termly basis. This is very effective, as a

means of keeping moral issues high on the pupils' agenda. The school has clear guidelines for behaviour and all teachers implement them consistently and fairly.

22. Provision for pupils' social development is very good. All staff, including non-teaching staff, make a strong contribution to this area of development. The school develops very effectively self-esteem and confidence through the age range. Pupils are encouraged to respect and value their own achievements and those of others. Frequent opportunities arise to take responsibility. Older pupils for example, organise furniture and equipment for collective worship and look after younger pupils at lunch and playtimes. Pupils regularly take responsibility for fundraising for charitable appeals and there is a high expectation for an involvement in local community events and church festival services. The relationships between pupils are very good and are reflected in the levels of mutual respect and politeness.
23. Provision for cultural development is good. The school provides good coverage of pupils' own heritage in, for example, the teaching of literacy where they researched the Barnstaple web site. Other major religious faiths are covered well in religious education and aspects of other cultures are actively promoted in history, geography, art and music. African drummers visited the school at the time of the inspection for example, to promote the cultural traditions of African music.
24. Good links have been established with the local community and good relationships with other schools in the area. These links make a positive contribution to pupils' learning and have been maintained since the last inspection. A special and historical understanding with Christ Church Hospital School in Sussex provides for boarder scholarships for pupils with an aptitude for the arts. Regular links with the local playgroup facilitate a smooth transfer into school.
25. The Parent and Friends' Association thrives and raises funds for the school and organises events for charities that have an educational focus. Good links continue with local wildlife organisations and they and other local people make an important contribution to the school's curriculum.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

26. Teachers know their pupils well. In the daily routines and activities of the school high priority is given to meeting the needs of each individual child. Matters of health and safety receive serious attention. The governors' site and buildings committee recently carried out a thorough inspection of the school premises and identified a number of potential hazards; most have now been resolved through prompt action. Effective risk assessment procedures are in place. Since the arrival of the present head teacher, one of the other teachers has been appointed as designated child protection officer. She has received training to support her in this role. Following this training, the whole teaching staff received updated advice and guidance. A policy is in place and requirements are met: a revised policy is now planned. First aid procedures are satisfactory and supervision at break and lunchtimes is efficient and effective.
27. Formal procedures to monitor and promote good attendance are yet to be implemented, although levels of attendance are broadly average. Unauthorised absence, which was above the national average last year, is now rare. Marking of registers and what constitutes an authorised absence, have been clarified.
28. Good behaviour and discipline are effectively achieved through high expectations rather than a series of rules and sanctions. In all classes, pupils consider what is acceptable behaviour and how they should treat each other. A number of expectations are agreed,

with teachers' guidance, and displayed prominently in each classroom. Pupils are motivated well by rewards in the form of verbal praise, stickers, stamps and certificates. Those pupils who find good behaviour a little more difficult to achieve or sustain are supported well by specific targets set for them in consultation with their parents. The school successfully eliminates aggressive or threatening behaviour and, as a consequence, bullying was not raised as an issue by parents or pupils.

29. Detailed and effective procedures for assessment have been carefully planned. This is a significant improvement since the last inspection. They are in the early stages of implementation and have not yet impacted sufficiently to provide a secure record of pupils' progress through the National Curriculum and their personal development. Pupils are appropriately involved in their own target setting and expected to be responsible for monitoring their own improvements. A regular annual assessment timetable has been agreed, which includes the use of optional tests in Years 3, 4 and 5. The school's National Curriculum record card provides useful, annual information about reading, writing, spelling and mathematics, but at present only includes science in Years 2 and 6. Parents have regular and frequent access to teachers to discuss their children's progress. Regular times are set aside on a weekly basis for such discussions. Additionally, an annual parents' meeting is organised. In spite of these arrangements, a number of working parents find it difficult to meet with the teachers except by making a formal appointment during the school day.
30. The school is accumulating a considerable bank of assessment information. This information is not always used effectively to plan or to match work set in lessons to the needs of pupils with different levels of prior attainment. Its use in long-term school strategic planning is also not fully developed. An example of this is the analysis of baseline information to identify strengths and weakness within the curriculum.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

31. Links with parents were good at the time of the last inspection and this positive picture has been maintained and built upon further. The school provides very good information for parents and works to involve them in their children's learning. A substantial majority of parents support the school wholeheartedly in all it does and provides for their children. A minority, however, are generally supportive but are reserving their judgement about the quality of leadership and management until the headteacher has been in post a little longer. All but one parent responding to the Ofsted questionnaire reported that their child enjoyed coming to school.
32. Information provided for parents is very good. Regular newsletters, sent home as well as being available on the notice board, keep parents well informed about school activities and events. Curriculum information, sent separately for each class at the beginning of the term, is excellent and is presented in a lively and informative style. Parents appreciate the ready availability of the teachers, who make themselves available after school on one day each week for formal consultations. Working parents cannot always take advantage of these arrangements and feel reluctant to request meetings at other times. Nearly all parents who responded to the questionnaire find teachers approachable. The prospectus is being revised to reflect the school as it is today. The governors' annual report to parents gives an informative summary of the work of the school during the past year.
33. Annual written reports to parents provide a comprehensive overview of pupils' attainment and progress at the end of the school year. Parents can visit the school and discuss the report, if necessary. Targets are set which tell parents how their children can improve their work further. Parents of pupils with a statement of special



educational need meet with the teachers to discuss progress and to review targets.

34. Parents' involvement in their children's learning is very good. The home/school workbook is used very effectively by both teachers and parents as a record of reading progress as well as a line of communication. Books examined clearly illustrate how well many parents support their children's reading at home. This has a very positive impact on reading standards achieved. Parents also help their children with other homework, such as spellings, multiplication tables and research tasks. The very active Parents' and Friends' Association makes a considerable contribution to children's learning through their fund-raising efforts that finance for example, opportunities to learn to swim or improve. A small nucleus of parents help in school regularly and others support specific activities such as educational visits. The headteacher and her staff appreciate and value the parental help and support recognising the benefits this has on pupils' learning.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

35. The recently appointed headteacher provides good and effective leadership. With the support of the staff and governors she has established a clear educational vision for the school that is appropriately vested in Christian principles and includes a shared commitment to raising standards. The Christian traditions established by the previous headteacher have been continued and modified. The leadership and management style now focus clearly on monitoring and evaluating the provision. The key issues identified in the last inspection have been successfully addressed. Through a recent and comprehensive self-evaluation the staff have successfully identified key priorities for improvement. An action plan covering a period of three years has been developed to meet these priorities and the school's aims through improvements in teaching and learning. ICT for example, has a new policy, staff development has taken place and further training is planned. Literacy and numeracy strategies have been analysed and opportunities for ICT involvement have been identified. Provision has also been made to explore the progression of ICT skills that will be needed to meet the requirements of Curriculum 2000 together with planned time for monitoring and evaluating progress and reviewing resources.
36. The self-evaluation exercise undertaken at the instigation of the new headteacher and the ensuing developments have been managed effectively through the involvement and open communication with the staff and governors and the marshalling of time and funding to support the developments. At the same time, extra funding has been sensibly managed to increase the staffing to provide the youngest pupils with a favourable start to school life. Teaching and learning has been monitored through staff observing each other's lessons and the information used to identify good teaching and areas for improvement. Curriculum planning issues have been promptly addressed and the medium and short-term plans are mostly detailed, comprehensive and make some provision for the range of pupils' abilities in a class. The monitoring of teachers' planning has been introduced. The skills for monitoring are in the early stages of development and a more rigorous approach is needed to ensure that all planning is appropriately matched to the needs of the pupils.
37. All permanent staff have a responsibility for the coordination of one or more subjects and coordinators have a sound knowledge of their subjects and a clear understanding of areas that are in need of development. Coordinators provide good leadership through a consultative role with staff and through opportunities to visit other classrooms to monitor pupils' attainment. These strategies are a recent introduction and it is too early for them to have had significant impact. The deployment of coordinating responsibilities is uneven. The headteacher has too many coordinating responsibilities of a significant

nature such as, two core subjects, special educational needs and assessment. These, together with a significant teaching commitment, are too many to be sustained over a long period of time. Job descriptions are provided for the class teaching role but not for the coordinating role. The headteacher, who is also the special educational needs coordinator, and governors ensure that the requirements of the Code of Practice for special educational needs are met in the large part. Pupils with statements of special educational needs receive the provision identified in their statements.

38. The relatively new governing body is highly supportive of the school. Governors undertake regular visits to the school often to meet a specific objective for example, to review progress in literacy. Written reports of visits are distributed to the other governors so that they are fully informed of progress that is being made. The headteacher's reports to the governors are informative and include details about pupils' attainment and progress. Recently for example, the headteacher presented statistics that show that boys out-perform girls and that attainment in science is below average at Key Stage 2. As a result, a part-time teacher with excellent qualifications in science was appointed to provide support for the science coordinator and to teach the upper Key Stage 2 pupils as part of her responsibilities. To discharge their responsibilities, the governors have appointed committees for personnel, finance, curriculum, sites and buildings and appeals. Working parties are temporarily formed to address specific issues such as marketing. Through these practices and regular meetings, the governors fully meet their statutory responsibilities.
39. The school makes efficient and effective use of resources and funds that are available to it. The administrative officer manages satisfactorily the day-to-day accounts and office procedures. The school development plan, based on a comprehensive evaluation of identified needs, is a very good working document that supports the raising of pupils' standards. Funding is prudently allocated and prioritised for example, to support curriculum developments, meet national requirements such as the literacy and numeracy strategies. The deployment of staff, the effective use of resources to support learning, the punctual start to lessons combined with the pupils' attainment and the quality of their learning result in the school providing good value for money.
40. The staff are all appropriately qualified to teach the primary age range and they fulfil their coordinating responsibilities professionally. They are hardworking, loyal and committed to the school. A well-defined induction policy, based on the local education authority's model, provides very effective support for the newly qualified teacher. The support staff make a very effective and sensitive contribution to the learning of individual pupils with special educational needs and for small groups.
41. The resources are generally adequate and effective use is made of them across the curriculum to support the pupils' learning. Further effective and beneficial use is made of the community and village as a resource together with the surrounding area. These enhance the pupils' learning through practical experiences and show the pupils that their environment is a valued and important educational resource.
42. The accommodation lacks the facilities to enable the National Curriculum to be fully implemented. Lack of a hall restricts the PE curriculum and opportunities for the school to assemble as a whole without crowding into a single classroom. Some classrooms are small and, as a result, experiential play for the younger pupils and practical activities for other pupils are restricted. The use of a playing field that is some distance from the school affects timetabling arrangements and erodes the time available for teaching. The staff, governors and the village combine to work hard to make best use of the available facilities and to overcome the difficulties wherever possible. The standard of cleaning is unsatisfactory.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

43. In order to raise standards, the senior management team and the governing body should now address the following in their action plan. (These are indicated in the paragraphs numbered below.)
- Complete the schemes of work to supplement the Programmes of Study of the National Curriculum to provide secure continuity in the experiences that are provided for the pupils and appropriate progression in their learning.
  - Develop further analytical procedures to make more effective use of the information from the range of tests administered by the school to assess pupils' overall attainment and progress, and to identify strengths and weaknesses in teaching and learning.
  - Review the deployment of coordinating responsibilities and develop job descriptions for coordinating roles and use these to identify priorities that can be appraised annually.
  - Monitor the planning and teaching for the Year 2 pupils to ensure that the provision is matched to the range of pupils' abilities, particularly higher attaining pupils.
  - Improve, when possible, the provision for creative and play activities for the under-fives.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	57	33	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)	-	69
Number of full-time pupils eligible for free school meals	-	6

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	4

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	58
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

*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)	4.2
Number of pupils per qualified teacher	16.4
Average class size	17.4

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	37.3

### ***Financial information***

Financial year	1999/00
	£
Total income	142,343
Total expenditure	146,351
Expenditure per pupil	2,252
Balance brought forward from previous year	16,318
Balance carried forward to next year	10,755

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	66
Number of questionnaires returned	35

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	58	3	0	0
My child is making good progress in school.	33	56	6	0	6
Behaviour in the school is good.	36	53	8	0	3
My child gets the right amount of work to do at home.	22	58	8	0	3
The teaching is good.	39	53	0	0	8
I am kept well informed about how my child is getting on.	17	69	11	0	3
I would feel comfortable about approaching the school with questions or a problem.	64	33	3	0	0
The school expects my child to work hard and achieve his or her best.	44	53	3	0	0
The school works closely with parents.	31	53	14	0	3
The school is well led and managed.	31	50	8	0	11
The school is helping my child become mature and responsible.	31	69	0	0	0
The school provides an interesting range of activities outside lessons.	28	28	33	11	0

### Other issues raised by parents

Some parents raised concerns about the number of supply staff employed. The advent of Curriculum 2000 and the appointment of a new headteacher have combined to increase temporarily the use of supply teachers.

Parents of Key Stage 1 pupils expressed their disappointment at their children not being allowed to go on the visit to the Millennium Dome. The Dome authorities determine the age at which children in parties can attend and the school had to respect their rules.

## **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**

44. Provision for the under-fives is good and has improved since the last inspection. Classroom support for Key Stage 1 has increased and this term there is a temporary, suitably qualified, teacher to teach this particular group of children. As a result, better learning and play opportunities are provided together with increased one-to-one teaching opportunities.
45. Children enter the Reception class in the autumn, if they are five before the February half term and the rest enter the school at the start of the spring term. A programme of introductory meetings and visits ensures that all children are familiar with their new class and teacher before they enter the Reception class. The children's attainment on entry covers a wide range of abilities, but overall is average. A few children attain low scores in speaking and listening. Scores in mathematics are higher than in language and overall are higher than expected for this age. Overall, the rate of learning is good and by the age of statutory schooling, the majority of children achieve standards in line with the expectations for their age with strengths in mathematics and knowledge and understanding of the world.
46. The quality of teaching is good with strengths in personal and social development and knowledge and understanding of the world. Teaching is based on a sound understanding of the particular needs of these young children and provides a broad, balanced and practical curriculum that includes a good range of practical experiences. A well-organised environment is established in the classroom, which covers satisfactorily all the areas of learning. Classroom management is strong and relationships with the children are warm and friendly. A happy, purposeful environment is established where children feel safe and secure. As a result, they want to come to school and are ready to learn.

### **Personal, social and emotional development**

47. The children have well-developed relationships with each other and with the teacher. They share resources and work and play happily together. They respond willingly to instructions and sensibly answer questions. They are trustworthy and polite. Behaviour is consistently good and is managed effectively by the teacher to develop children's positive attitudes to learning. This impacts favourably on their attainment and progress. The children organise their personal hygiene effectively and most change independently into kit for physical education lessons. They take part confidently in whole school assemblies and play and eat alongside older pupils at playtimes and at lunchtime. A particular strength is their ability to take part in the Family Group assemblies, when discussions take place. For example, they join in discussions about how to protect a quiet area, which is to be established in the churchyard. The restricted number of opportunities presented to children to make independent choices in learning and play activities is a weakness in the teaching. The majority of children are on course to meet the standard expected by the age of five and a good number are beyond this. The teaching of personal and social skills and the rate of learning are good. The teaching is supportive and gentle but firm, giving children a clear lead to an understanding of right from wrong and what is acceptable behaviour.

## **Language and literacy**

48. All children make satisfactory gains in their learning in language and literacy and meet the standard expected nationally for five-year olds. Teachers frequently share books with children and a range of games and activities to support learning are sent home regularly. Teaching is at least satisfactory and sometimes good. It focuses appropriately on early reading and writing skills. A particular strength of the teaching is the very good dialogue between the teacher and the parent through a home/school communication book, which provides the parents with clear information about the gains made in the children's learning. It is also a very good way of communicating the next steps and involving the parents in helping their child to reach these goals at home. The teaching of speaking and listening is good and the children are encouraged to speak clearly and fluently, offer opinions and ideas, and talk about their preferences. They enjoy books, handling them carefully and correctly. All children know that pictures tell the story and words have meanings. Most recognise a small sight vocabulary and are starting to identify words by breaking them down to individual sounds and blending them together. All recognise and write their own names. Most are able to recognise correctly the initial sound of words they want to write, as well as having a small whole word vocabulary which they remember correctly when they write.

## **Mathematical development**

49. Children make good gains in their learning of skills, knowledge and understanding in mathematics. The teaching is good and the children are on course to meet requirements for entry to statutory school at five. Additionally, a good number are working well within the Year 1 levels of the National Numeracy Strategy. By the time they are five, they all know how to count forwards and backwards to 20, whilst higher attaining pupils count to 100. Most can relate numbers on a card to the dot pattern on a dice. Teaching focuses appropriately on early skills and, in particular, on number matching and recognition skills. The teaching challenges pupils with high expectation of cooperation with one another and that rules will be followed for example, when playing snakes and ladders. High expectations are also evident in the level of mathematical vocabulary used with words such as digit. Work is matched well to pupils' ability at three levels. It is not unusual for the children to have mathematical tasks as homework.

## **Knowledge and understanding of the world**

50. The rate of learning in this area is good and is well supported by good quality teaching. Very good gains are made in the children's understanding of different cultures, and this is particularly helped by the fact that their teacher is French. They are curious and excited by learning to count in French. They also learn French songs and are starting to appreciate broad similarities and differences in the ways we all live. They identify some features of living things for example, the significance of watering lentil seeds by comparing two pots, when only one of them is watered. The teacher presents regular opportunities for children to use a computer. One such example is the task set to identify different disarranged parts of a lion's face, click on and move to an appropriate place to make a picture. It is because of a wide range of practical and relevant activities, based on practical experience and which focuses on exploration, observation, prediction and discussion, that the children develop the skills, knowledge and understanding that helps them to make sense of the world. Children are on course to meet the required standards in this area of learning and a good number are beyond these expectations.

## **Physical development**



51. Owing to the lack of facilities within the limited accommodation, the range of opportunities for physical play is restricted. However, when it does occur, the teaching is satisfactory and the pupils make adequate gains in their learning. The school has no hall and no dedicated outdoor secure play area for the under-fives. The teacher does, however, make good use of the school playground and the village hall, when available. Children learn to manipulate a broad range of tools and equipment. By the time they reach the age of five, they move with appropriate confidence, imagination and safety in physical activities and their control and coordination is suitably developed. They are on line to meet the required standards.

### **Creative development**

52. The teacher makes the most of the limited space dedicated to activities for the under five's. Art, dance, music and role-play are provided, giving a satisfactory range of activities that are imaginative and enjoyable. The teaching is at least satisfactory and sometimes good. Children learn to sing a range of songs in both English and French from memory and respond in a simple way to what they see, hear, smell, touch and feel. For example, the creative play area represents a seaside and children explore their senses and feelings in their play with the sand and water.

### **ENGLISH**

53. Standards in English are higher than the national expectation at the end of both Key Stages 1 and 2. These judgements are based on work seen during the inspection. There are significant variations in the very small cohorts of pupils in High Bickington. This year there is a much higher than usual number of pupils with special educational needs in Year 6. Standards in English for the remainder of the class are very high. At Key Stage 1, although pupils at Year 1 attain highly, the low numbers attaining the higher Level 3 at the end of Year 2 is confirmed by inspection evidence and remains a relative weakness. The National Literacy Strategy is firmly established in the school. Standards have risen substantially since the last inspection, when standards were judged to match the national expectations at both key stages.
54. Pupils' standards in reading are beyond the national expectations. Above average standards are maintained right through the school and the rate of learning is good. One of the strengths of reading is the excellent system of home/school communication, which informs parents of their children's gains and enables them to support reaching the new targets pupils are set. By the end of Year 2, a firm base of reading skills is established and almost all pupils read with confidence and expression. Pupils know the meaning of author and the significance of the contents page, and higher attaining pupils know how an index works. These higher attaining pupils do not yet use this information sufficiently for personal research and they have not developed any preferences for authors, although they do name favourite books. At Key Stage 2, the well-established focus on regular reading continues. Research skills are taught and used in other areas of the curriculum for example, in history. Through well-focused work in the literacy hour, pupils learn to analyse characters and events, and identify significant ideas. In a Year 5/6 lesson for example, pupils learnt to scan text and identify key words in their search for evidence. Pupils develop well as discerning readers and by the end of Year 6 most research regularly and competently from a range of text, including the Internet. They have well-developed tastes for styles of books and particular authors. This is ably supported by the teaching that promotes reading very effectively and provides challenge through a wide range of good quality text that is readily available for pupils.

55. The rate of learning and the development of writing skills are satisfactory at Key Stage 1. In Year 1, pupils make particularly good gains in their ability to write their ideas in short sentences, which are often correctly punctuated with capital letters and full stops. At Year 2, the rate of learning reduces for higher attaining pupils. Although ideas are correctly developed and the sequencing of sentences is correct, little evidence exists of style being developed for example, the use of more refined and imaginative language to engage the reader's interest. This results in a lack of challenge for higher attaining Year 2 pupils, in particular. Although a good majority of pupils reach the required level in writing by the end of Year 2, the needs of these higher attaining pupils are not fully met. Writing for different purposes is extensive and progressive at Key Stage 2 and includes poems, accounts, book reviews, information books and frequent letter writing. Letters for example, were being written during the inspection in Years 5 and 6 to the Millennium Committee to thank them for their gifts of mugs. The task of letter writing is continuously and progressively developed to a high standard throughout the school. Pupils were being asked to include formal writing as way of saying thank you and informal personal information to add interest for the reader. Writing is also used effectively across other areas of the curriculum, in particular for religious education, history and geography. By the time pupils leave the school at the end of Year 6, most write with well-developed punctuation and grammar. A good awareness of the audience has developed and most pupils use words thoughtfully to create an appropriate effect. Marking is particularly well developed at Key Stage 2 and is diagnostic and helpful. A handwriting policy has recently been introduced into the school as monitoring indicated a lack of early development of joined writing. This policy is in the early stages of implementation. As a result, pupils use of a consistently joined and well-formed handwriting style is late to develop and appears mainly in Year 4. Although pupils are starting to practise joined handwriting regularly at Key Stage 1 in their handwriting books, there is little evidence of this being applied regularly to their writing in other lessons.
56. The pupils' use of spoken language is above average throughout the school. The teachers provide regular and frequent opportunities for using language to improve fluency and confidence. Question and answer sessions during lessons and shared times at the end of plenary sessions at the end of literacy lessons, are everyday opportunities. Additionally, opportunities to participate in public events such as celebration services in the church, school productions or public speaking competitions, provide further opportunities to develop these skills. The teachers regular focus on the development of speaking and listening skills, together with the good role models they provide in speaking politely and listening carefully to pupils' spoken contributions, result in above average levels being reached throughout the school. By the end of Key stage 1, pupils give clear explanations and answers to questions. At Key Stage 2, they gain confidence from being able to use appropriate technical language for example, in Year 3/4 when studying the style of persuasive writing, they learn the significance of being able to order their writing into statement, reasons and conclusions. By the end of Year 6, their speaking and listening skills are at an above average level.
57. The rate of learning and the quality of teaching are satisfactory at Key Stage 1. One of the strength of the teaching is the effective management of the pupils that keeps them on task. A further strength is the good teaching of basic skills and the challenge provided for Year 1 pupils. Pupils in Year 1 respond well to the teacher's challenge, particularly in whole-class teaching. They make good gains in all aspects of English. They acquire a wide range of basic skills to help them to read, write and speak correctly. The challenge drops from a high to a satisfactory level for Year 2 pupils when they work in groups and on individual tasks. The challenge for higher attaining Year 2 pupils is insufficiently rigorous and high. At Key Stage 2, the rate of learning and the

quality of teaching are consistently good. Key factors are the consistently high level of challenge and tasks that are closely matched to the pupils' levels of ability, enhanced by the very good relationships that exist between pupils and staff. Additional literacy support for Year 3 pupils, the good quality of support for the special educational needs pupils and booster classes for Year 6 pupils are also strong contributory factors. Pupils with special educational needs make good gains in relation to their prior attainment. School support for pupils with English as a second language is particularly good.

58. Pupils enjoy work in English. Their attitudes are good and they respond promptly and with interest to well paced teaching. Pupils are always well behaved, helping each other and working sociably. Levels of collaboration are particularly effective at Key Stage 2 and there is a developing sense of respect for each other's ideas and views. A high degree of trust has developed by the time pupils reach the top class. For example, pupils frequently work successfully on collaborative group tasks in the cloakroom without direct adult supervision.
59. The coordinator provides good leadership, systematically monitors provision and identifies priorities for development. As a result of this well developed approach, the provision for literacy is satisfactory and the recommendations of the National Literacy Strategy are well established. Medium-term planning is good, firmly based on the National Literacy Strategy. The quality of short-term planning is inconsistent and does not always give sufficient detail of what groups and individuals will be doing, or matching work to pupils' abilities. Satisfactory procedures for assessing pupils' attainment and progress have been agreed and are at the early stage of implementation. Assessment information is put to good use in many ways within short-term planning for example, matching work to the needs of pupils with special educational needs. It is not as well used to guide whole-school strategic planning. For example, baseline information indicates that pupils' attainment on entry is generally higher in mathematics than in English and there are specific areas of weakness for some pupils in speaking and listening. The school is well resourced for literacy lessons, but the accommodation does not include a school library.

## **MATHEMATICS**

60. Pupils' overall attainment in mathematics matches the national expectation at the end of both key stages. These results are based on work seen during the inspection. By the end of Key Stage 1, with the exception of the higher attaining pupils whose attainment in lessons only meets the national expectation, pupils attain appropriate standards. In the lessons seen during the inspection, the older pupils' attainment at Key Stage 2 is more widely dispersed with some pupils exceeding the national expectations in some aspects of mathematics, others matching the national expectation and a few falling below this. This year, however, the class contains more pupils with special educational need for specific learning difficulties. These pupils, although their results are unlikely to meet the national expectation, are making good progress and achieving appropriate standards in relation to their prior attainment. Significant numbers of pupils at lower Key Stage 2 are working at a level beyond the national expectation. The profile of baseline assessments on entry to the reception class shows that although the intake is broadly average their mathematical ability is higher. Lesson planning will need to take this factor into consideration. In a small school, however, there are variations in the cohorts of pupils and there is a high mobility factor in the area. The combination of the variation in the overall ability of the cohorts, the inclusion of some pupils with special educational needs in a small group that also contains some higher attaining pupils and the area's mobility factor make planning and teaching a continuing difficult task. Overall, pupils' attainment in mathematics is broadly similar to the attainment noted during the last

inspection, however, some pupils' attainment this year is higher than the national expectation. The small numbers of pupils in each year group make it difficult to conclude with certainty that standards are rising.

61. The National Numeracy Strategy is well established and is a strong focus in most of the lessons. A scrutiny of the pupils' work and evidence from the lessons observed show that most of the pupils achieve standards that meet the national expectation. By the end of Key Stage 1, the pupils know some of the multiplication tables with varying degrees of confidence, add and subtract numbers and money to 100. Their spatial knowledge is average. They know the names of some two and three-dimensional shapes and have an elementary understanding of symmetry. The higher attaining pupils in Year 1 are achieving in excess of national expectations and those in Year 2 are insufficiently challenged. At lower Key Stage 2, the pupils' attainment varies from close to the national expectation to exceeding it. In one lesson, they quickly identified the relationships between multiples of four and eight and made good use of their knowledge of patterns in numbers to provide a range of reasons why a mathematical statement could not be correct. At upper Key Stage 2, pupils' overall attainment is close to the national average and some exceed this. Mentally they identify pairs of numbers that add to 100, but their recall is neither rapid nor always accurate. They are at the early stages of exploring the relationships between fractions and decimals. The higher attaining pupils grasped the concept of equivalence quickly but the lower attaining pupils were confused thinking that a half and 0.2 were the same. Learning developed quickly during the inspection week, particularly for the average and higher attaining pupils. A scrutiny of their previous work shows that by the end of Key Stage 2 pupils work at an appropriate level across a broad spectrum of mathematical aspects. Throughout Key Stage 2, the rate of learning increases.
62. The teaching is good overall. At Key Stage 1, lessons are well planned and a suitable range of resources, that help the pupils to understand, supports activities. In a lesson about capacity, one group compared the capacity of different containers by filling them with sand using a plastic beaker. They soon discovered that their ability to estimate capacity was unreliable and that it was very important to ensure that the beaker was filled to the same level each time to make it fair. The higher attaining group equally had a problem initially estimating capacity when learning to use standard measures. They quickly reasoned for themselves that 500 ml was half of a litre. Pupils learn well because the teaching is patient and examples are explained clearly. Equipment is used effectively to provide the pupils with practical experiences. The relationships between pupils and pupils and pupils and staff are excellent and this encourages the pupils to want to learn. Although the learning is good overall, the higher attaining pupils in Year 2 are not sufficiently challenged and they seldom have to work with sustained concentration that is a feature of the other pupils in the class. The planning, which broadly makes provision for two levels of work, needs to introduce a third and higher level that provides work for this group of pupils and, at times, the pace of work needs to be brisker.
63. The teaching at Key Stage 2 is good overall and ranges from satisfactory to very good. Where the teaching is very good, the questioning enables the pupils to identify relationships between numbers. Explanations and reviews of previous work are detailed and an appropriate emphasis is placed on the proper use of mathematical vocabulary. Tasks are carefully matched to the range of pupils' abilities so that learning takes place at an appropriate rate. As pupils work in their groups they are frequently monitored. When they have difficulties, they receive further patient instruction and help that enables them to make progress. The main differences between the very good and the satisfactory teaching lies in the confidence and fluency of the teachers' knowledge

and understanding of the concepts being taught together with effective use of resources to support the learning. Some of the older pupils at Key Stage 2 need apparatus that shows them that a half and 0.5 are equivalent. The school's development plan makes provision for further training in numeracy to improve the use of resources to support pupils' learning. In all lessons, the excellent all-round relationships make a significant contribution to the pupils' learning. The climate in each classroom is purposeful and the pupils are keen to learn. They cooperate very effectively in small groups and their explanation of their work help to enlighten the understanding of others. The pace of work is often brisk, but unhurried.

64. The coordinator for mathematics provides good leadership and has managed the introduction of the Numeracy Strategy very effectively. An audit has been undertaken by the whole school that has enabled the coordinator, together with the staff, to identify an appropriate range of priorities for development. The planning of lessons has improved since the last inspection and contains much detail. The medium and long-term planning is equally detailed and is being evaluated to provide a series of stepping stones towards the building of a scheme of work. Much has been achieved in recent months. For example, target setting has been introduced and an appropriate system of regular assessments. It is too soon for much of the information that is being collected to inform significantly the planning. Eventually the successive recording and analysis of baseline and national tests at the end of key stages should provide information that will support strategic planning at whole-school, class and individual pupil levels.

## SCIENCE

65. Pupils' attainment generally matches the national expectation at both key stages and that of some pupils exceeds it. These judgements are comparable to the previous inspection findings. At Key Stage 1, the pupils respond to tasks about how to find things out with sensible suggestions. In a lesson about plants, they suggested different conditions plants might be grown in and how those conditions might affect the plant's growth. A survey of their previous work shows that they identify similarities and differences in materials and the ways in which materials respond to heat and cold. Lower Key Stage 2 pupils have a secure knowledge of the different kind of teeth that animals have and predict accurately either an animal's teeth from its diet or the reverse. At upper Key Stage 2, the pupils are at the early stages of studying micro-organisms. In the lesson observed, they made very good use of their knowledge and understanding to devise relevant questions and how they might answer these. Most pupils identified the key factors they needed to consider and recognised how one factor needed to be varied and others kept the same. Pupils with special educational needs achieve standards that are appropriate to their prior attainment.
66. The teaching is satisfactory at Key Stage 1 and is at least satisfactory and mostly good at Key Stage 2. Lesson planning is satisfactory at Key Stage 1 and good at Key Stage 2 where details and expectations are higher. This difference arises at Key Stage 2 partly because a teacher, who is a highly qualified scientist, has been appointed to teach the upper Key Stage 2 pupils and to support the science coordinator. This greater scientific knowledge results in scientifically accurate and detailed planning that challenges the pupils' thinking. The marking of the pupils' work contains constructive comments that help the pupils to progress. Although the lack of challenge at Key Stage 1, particularly for the higher attaining pupils, restricts the standards achieved it is compensated for, to some extent, by the very good relationships between the teacher and the pupils so that the lessons progress smoothly and purposefully. To some extent, this position is reflected at lower Key Stage 2 except that the thinking of all the pupils is challenged. At upper Key Stage 2, the pupils operate on or near the limits of

their capabilities but the management of the lesson and relationships are not quite of the same high order and this limits, to some degree, the pace of the lesson and amount of learning.

67. Pupils' learning at Key Stage 1 is satisfactory. They listen carefully to the clear explanations provided by the teachers and ask relevant questions. They are successfully encouraged to recall previous learning and apply it effectively to their current task for example, they remembered key factors for making a fair test and added this knowledge to what they were learning during the lesson. Interest and levels of application are high. At lower Key Stage 2, they are keen to answer questions and find information. They make very effective use of their previously acquired knowledge and of the information displayed in the classroom to fulfil their current tasks. Levels of interest are high, particularly when artefacts are introduced for example, a real sheep's lower jawbone. Their findings are recorded neatly and succinctly. Upper Key Stage 2 pupils are equally keen and interested and many contribute freely ideas that are securely founded on their previous learning. At times, their enthusiasm overrides their normally good behaviour and, although they listen to the teacher, they do not always pay sufficient attention to what is said. Consequently, the pace of the lesson drops and learning is less efficient.
68. The coordination of science is good. A rolling programme of work has been devised that takes into account the new requirements for the Curriculum 2000 and establishes clear progression in pupils' learning. It is too soon for this provision to be monitored and fully evaluated. When monitoring does occur, it will be necessary to check to see if the programme of work provides sufficient continuity of experience for pupils so that knowledge and understanding is consolidated and remembered. Pupils' work is appropriately assessed and records are kept that meet the statutory requirement. The resources for science are satisfactory and are effectively used to support the pupils' learning. When finance permits, the purchase of a good microscope would be helpful. Staff attendance at courses is good and information is disseminated to the other teachers. The influence of training is to be seen clearly in the improved teaching of experimental and investigative science. This, together with the on-site access to a qualified scientist, makes very good provision.

## **ART**

69. The standards pupils attain meet those expected for seven year olds and exceed those expected for eleven year olds. These findings are similar to those found in the last inspection. Although no art lessons were observed, inspection evidence is drawn from scrutiny of work, the numerous displays around the school and teachers' planning. It is therefore not possible to make judgements about the quality of teaching.
70. Pupils' achievements in art at Key Stage 1 are satisfactory. An appropriate range of media and techniques are taught and skills are acquired systematically. When a particular aspect is taught for example printing, pupils experience the breadth of a wide range of printing media, such as printing with blocks and various plants. Art is also linked profitably to other areas of the curriculum for example, the current work being undertaken concerning the Fire of London. A particular strength is the use of the environment to extend pupils' experiences using various natural media. When pupils visited Exmouth beach, they learned how to make pictures in the sand with driftwood and to make shell sculptures. At Key Stage 2, the range of experiences widens considerably to include such aspects as textiles, batik, collage and a wider range of printing techniques. Pupils build effectively on previous knowledge and understanding and design work, which might include two techniques such as collage and printing. Work of high quality is undertaken when studying the work of famous artists. Currently

in Years 5/6, the study of the work of Frank Taylor has inspired high levels of attainment in producing landscapes replicating his style, which include a variety of media and techniques to add detail and effect.

71. The quality of leadership in art is satisfactory. The coordinator for art has produced a satisfactory policy. A scheme of work has been written that takes account of the new government guidelines, but has not yet been published. This is currently being addressed using new government guidance.

## **DESIGN AND TECHNOLOGY**

72. Although no design and technology lessons took place during the days of the inspection, a scrutiny of pupils' previous work reveals that attainment is at least in line with national expectations and some exceeds it. This is an improvement since the last inspection. By the end of Key Stage 1, pupils draw plans for models that contain labels for parts that are sufficiently detailed for them to make a model that reflects their drawings. They also undertake evaluations that identify improvements that could be made. By the end of Key Stage 2, the drawings contain detailed measurements of parts and some indicate how moving parts work. Photographs of their models show that they closely resemble their original plans.
73. The coordinator has written a suitable policy statement that contains useful advice for teaching design and technology and appropriate consideration is given to health and safety factors. Design and technology activities are often related to other subjects and this reinforces learning in both subjects concerned. The planning operates in two-year cycles to ensure that the requirements of the National Curriculum are fulfilled in mixed-age classes; this is an appropriate arrangement. Sometimes activities involve the parents for example, a display of models and photographs illustrate how sturdy chairs can be made and tested using disposable materials. A wide range of materials is used to construct the models with the older pupils working with some resistant materials. A small and suitable range of tools is available. Provision for staff training to ensure that design and technology skills are developed progressively is included in the school's development plan.

## **INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)**

74. Standards in information technology have improved significantly since the last inspection. The pupils now experience the range of ICT activities that enables them to fulfil the requirements of the National Curriculum. Pupils' attainment throughout the school is broadly in line with national expectations. A range of ICT activities took place during the inspection. Key Stage 1 pupils composed their writing about history directly on to the screen. Pupils are familiar with the requisite functions of the keys they use, but their overall keyboarding skills are insufficiently developed. Most pupils observed used one hand for keyboarding and identified individually each letter key they needed to type. Pupils' keyboarding skills overall are insufficiently developed and further time needs to be generated for pupils to practise these basic skills. Lower Key Stage 2 pupils make effective use of the computer to test their knowledge of multiples and to quicken their response time. They also use a Roamer (a programmable robot) to move in specific directions, such as the perimeter of a square. This task requires them to estimate distances, know about 90 degree angles and to write a program for the Roamer that is accurate in all details. Upper Key Stage 2 pupils know how to use the Internet to locate specific information for example, about the history of Barnstaple. They also know the various functions of toolbars. Their knowledge, skills and understanding are appropriate for their age but the range varies considerably. Boys are mainly more knowledgeable and keen than the girls, but often the scale of knowledge is determined

by whether or not they have access to a computer at home. A review of the pupils' previous work confirms that the range of ICT experiences is sufficiently wide to meet the National Curriculum requirements. Computers are used to generate pictures and designs and to make shapes. Older pupils have designed a school badge, posters and a website.

75. Effective use is made of whole-class lessons to introduce or extend new ICT skills. In one lesson for example, the whole class explored alternative processes for changing the size of a graphic. The teaching provided clear instructions and the use of pupils to demonstrate the processes, whilst the rest of the class provided advice, helped the whole class to learn. Further ICT experiences are provided as an activity that is part of a lesson in another subject. For example, a small group of pupils programming a Roamer to draw a square in mathematics. At other times, the activity is unrelated to the lesson's subject. One pupil for example, entered historical data during mathematics' lesson. This latter device is a common technique for maximising the use of the computer and the school should explore further ways in which this can be achieved. Pupils working at computers receive intermittent monitoring by the teacher where their work is reviewed to ensure the pupils' understanding and ICT competency and further challenges are set to extend them. The pupils enjoy using computers and the Roamer and mostly behave in a disciplined manner when they use them.
76. The governors have recently approved a policy for ICT and the coordinator has produced a briefing paper for the new headteacher. An audit of use has been undertaken. The coordinator has identified a comprehensive list of actions that need to be taken which include further staff training and the identification of ways in which computers can be used to enhance learning across the curriculum. These include, appropriately, the identification of progression in learning, the revision of the scheme of work and assessment and recording procedures to mention a few. The coordinator has successfully raised the awareness of staff of the range of uses of ICT. The school has sufficient computers but some are showing signs of wear. The range of software, including CD-ROMS, is satisfactory.

## **GEOGRAPHY**

77. Only two geography lessons were seen during the inspection, both of which were at Key Stage 2. Evidence is based upon discussions with pupils, teachers and the coordinator, as well as an examination of teachers' records, pupils' previous work and work exhibited around the school. The standards achieved throughout the school are in line with national expectations and have remained the same since the last inspection.
78. From the scrutiny of pupils' previous work, the gains in learning made by all the pupils are satisfactory. They learn about the particular features of High Bickington and consider environmental issues such as, how to make the area safer. In their beach cliff study, they visit Exmouth to compare and contrast this with their own area. By the end of Year 2, they reach appropriate standards. They are able to identify High Bickington on a map of the local area and significant buildings on the village plan. At Key Stage 2, pupils study High Bickington in much greater depth. Maps and aerial photographs are interpreted accurately in a Year 3/4 lesson for example, to identify features and changes that have taken place. They confidently justify their observations and judgements from the evidence being studied. By the end of Year 6, appropriate gains have been made both in knowledge and understanding of geography and the development of geographical skills. They use a variety of maps of different scales and accurately answer questions, identifying similar features. For example, roads on the town plan of Barnstaple are identified on the smaller scale ordinance survey map, using other features to help accurate identification.



79. The teaching at Key Stage 2 is good. Strong management of pupils and good organisation of a wide range of resources support the high rate of learning in the lessons seen. Pupils are eager to learn and to apply themselves with great concentration to their work. They work well collaboratively, sharing resources, discussing their evidence and identifying answers to questions together. Planning contains a good level of detail, although it sometimes lacks a particular match of work to different levels of ability. Teachers take advantage of opportunities to help pupils to reflect on issues and consider the changes that have taken place and the reasons why.
80. The co-ordination of geography is satisfactory and ensures that a good range of visits enhances the curriculum. A secure system of planning is being developed, which supports the development of key skills continuously throughout the school.

## **HISTORY**

81. It was only possible to see one lesson during the course of the inspection and this was at Key Stage 2. Evidence from this lesson, a scrutiny of past and current pupils' work and discussion with the co-ordinator, indicate that pupils are provided with an appropriate history curriculum and that standards at the end of both Key Stage 1 and Key Stage 2 are in line with the national expectation. These findings are similar to the last inspection for Key Stage 1. Inspection findings judged standards to be higher at Key Stage 2.
82. Pupils at Key Stage 1 study the lives of famous people such as Florence Nightingale, giving them insight into aspects of life beyond living memory. In their studies of 'Seaside holidays in past times', they compared and contrasted life as it was then with their present day life. Their current work concerning 'The Great Fire of London', helps to develop their sense of chronology further and to learn about life much further back in the past.
83. At Key Stage 2, pupils have a broader perspective of the past and learn to divide past time into periods so that they may order chronologically Celts, Romans, Normans, Tudors and Victorians correctly. The effective focus on using primary sources is a major strength in the teaching and learning in history. A good example of this was the 1881 census data being studied by Year 3/4 pupils. Here pupils were investigating occupations of bygone years in the Bickington area and contrasting it with the occupations of contemporary local people. Pupils competently drew their own conclusions and explained differences in the way life was in the past for example, there were many more servants.
84. Teaching in the one lesson seen, indicated good knowledge and understanding of history and a strong focus on the development of historical skills through the effective use of primary source material such as, photographs. Pupils respond well to this approach, showing interest and enthusiasm and having high involvement in practical activities. They work well collaboratively, sharing source material. As a result of the good teaching and high levels of response from the pupils, the rate of learning is very productive.
85. The co-ordinator has a clear sense of direction for the subject's development and provides satisfactory leadership. The school is currently reviewing its planning strategies in line with new national guidance. Suitable strategies for assessment have been agreed and are in the early stages of implementation.

## **MUSIC**

86. Standards of singing are broadly average whereas it was judged to be good in the last inspection. The pupils sing in tune, their diction is clear and they show an awareness of others' performance. The pupils are studying music from different parts of the world and during the week of the inspection an African drummer visited the school. The pupils consolidated their skills for maintaining a steady pulse and repeating short rhythmic patterns. Their learning was extended to include knowing how to use different parts of the drum and the hand to stop the vibrations to create a range of sounds to send a message or to play for pleasure. Their understanding of music from different cultures is being developed well.
87. Both singing and listening strategies are developed effectively during whole school hymn practice. The pupils are focused on the task when they are listening, as they know that the music might stop and they will be required to identify the stopping place by matching the words to the music played to that point. The pupils particularly enjoy singing action songs and the performance of actions helps to give a bounce and rhythm to the singing. Very effective teaching and learning took place in the lesson involving the African drummer. The interaction between the teacher and the drummer enabled the pace of the lesson to be controlled effectively. The drummer explained very clearly how hands are used to create a variety of sounds and the range of purposes drums are used for in Africa. The pupils were fascinated by the drumming and gave it their full attention. A range of drums was available enabling the pupils to engage in a high level of participation in drumming activities. Throughout the lesson there was a clear sense of anticipation and enjoyment as the pupils made rapid progress in the development of their drumming skills under the watchful eye of an expert.
88. The coordinator has written a policy for music and teaches music to both key stages in the school. The curriculum is broad and balanced and opportunities for pupils to listen, appraise and perform are high. The range of percussion instruments, songbooks and recorded music are adequate and appropriate for the age range. Music makes a significant contribution to the pupils' spiritual, moral, social and cultural development. They are taught to appreciate and reflect on the beauty of music, the efforts of others, to listen to one another and to share instruments. They combine as a whole school, as classes and in small groups to make music and their awareness of the music of other cultures has been significantly raised.

## **PHYSICAL EDUCATION**

89. During the inspection, there were limited opportunities to observe physical education lessons owing to the nature of the timetable, limited facilities and inclement weather. From this small firsthand evidence base, plus a scrutiny of teachers' plans and records together with discussions with pupils, overall, the pupils are meeting the end of key stage requirements. This is similar to the findings of the last inspection. The teaching of games at Key Stage 1 is a particular strength.
90. It was only possible to observe games activities at Key Stage 1. Pupils make good progress in their learning through active participation in a very well selected and organised range of activities, which focus firmly on developing basic games' skills. Rolling the ball to control it and retrieving the ball ensuring the right position for feet to develop fielding skills, are good examples of this. Pupils are actively involved in creating the games in which they participate and they find this challenging and exciting. Explaining the rules and how to play the game they have developed to others in the class is a very stringent test of their oral skills.
91. Provision for swimming is a high priority in the school. Ensuring pupils learn to swim at an early age help to keep them safe in the environment in which they live. Each year,

from Year 2 onwards, pupils have the opportunity to participate in ten lessons during the spring term at a local leisure centre. This is good provision and helps the pupils to reach the required 25 metre standard at an early age as possible. A large number of pupils swim well in excess of this distance.

92. Recent staff development, through the involvement in the 'Top Sport' games programme has helped to ensure that staff have a good knowledge and understanding of teaching small-sided games. Provision for extra-curricular games activities for Key Stage 2 is good for a small school, both in the range of clubs organised and participation in matches and events with other schools.
93. Leadership of the subject is good. The school strives to develop the subject to the best advantage in spite of limited accommodation. Since the last inspection, provision has extended to enable all pupils from Year 2 to Year 6 to participate in gymnastics sessions at the leisure centre in Barnstaple. Some improvements in planning have occurred and the school now operates a one-year rolling programme. At present, the documentation does not provide enough guidance to ensure sufficient progression in learning. Resources for games are good, the school having benefited from additional supplies through the involvement in the 'Top Sport' programme.

## **RELIGIOUS EDUCATION**

94. Pupils' attainment in religious education is broadly in line with the requirements of the locally agreed syllabus and standards have been maintained since the last inspection. Younger pupils know a range of bible stories. Through regular visits to their local church, they are familiar with the way Christians worship, the different parts of the church and the names of religious artefacts, such as a font. Lower Key Stage 2 pupils also visit the church. Here they acquire a more detailed knowledge of the way the church functions together with an increasing awareness of the links between Christian beliefs, values and behaviour and how this relates to their own life and their school, in particular. Upper Key Stage 2 pupils are learning about other world religions and are currently studying Judaism. They know that the Torah contains the law and their writing indicates clearly that they understand its value and significance for the Jewish people. Their line drawings are of above average standards and some contain minute detail.
95. The teaching is good overall. Very effective use is made of the local church, religious artefacts and pictures to stimulate the pupils' interest through firsthand experiences that arouse their curiosity and cause them to ask questions. Explanations and descriptions are vivid and detailed. Through sensitive questioning and discussion the pupils are made aware of the similarities and differences between religions. As a result, the pupils learn about and to have a respect for the wide range of religious practices and beliefs in the world. Lower Key Stage 2 pupils for example, know that calm and orderly behaviour is required in a church and upper Key Stage 2 pupils are aware that it is a sign of disrespect to touch the Torah.
96. The coordinator has appropriately based the school's policy for religious education on the local education authority's agreed syllabus and is supplemented by 'Christianity in Religious Education', published by the Diocese of Exeter. The curriculum is broad and balanced. As well as studying the beliefs, special books and festivals of Christianity and other world religions, notable people, also form part of the teaching such as Mohammed and Mother Theresa. Characteristics of good teaching practice are included in the policy and samples of pupils' work are kept as a record. Book resources are adequate but there is a lack of religious artefacts. The coordinator has effectively monitored the provision and is well aware of the strengths and weaknesses in the teaching, learning and resourcing of the subject.

