

INSPECTION REPORT

UPOTTERY PRIMARY SCHOOL

Honiton

LEA area: Devon

Unique reference number: 113112

Headteacher: Jan Davies

Reporting inspector: Lys Bradley
19994

Dates of inspection: November 13th – 16th 2000

Inspection number: 224348

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Upottery Honiton Devon
Postcode:	EX14 9QT
Telephone number:	01404 861292
Fax number:	01404 861152
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Gill Thomas
Date of previous inspection:	June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Lys Bradley 19994	Registered inspector	Aspects of education for children in the Foundation Stage; Science; Art; Geography; Equal opportunities	The characteristics and effectiveness of the school Pupils' standards and achievements Teaching and learning Leadership and management
Ted Tipper 16816	Lay inspector		Pupils' welfare, health and safety Partnership with parents and carers
Kay Cornish 21080	Team inspector	Mathematics; Design and technology; Music; Physical education	Pupils' attitudes, values and personal development Quality and range of the curriculum
Denise Morris 18498	Team inspector	English; History; Information and communication technology; Religious education; Special educational needs	

The inspection contractor was:

Evenlode Associates
6, Abbey Close,
Alcester
Warwickshire
B49 5QW

Tel: 01789 766099

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Upton Primary School is situated in the small village of Upton, several miles east of Honiton, and serves a wide rural area. Few children live in the village: the majority live in hamlets, smallholdings and farms and a significant number travel a distance to school. The school is smaller than other primary schools with 93 boys and girls on roll. All children are of white UK heritage. The percentage of pupils who are known to be eligible for free school meals is below the national average. The percentage of pupils on the school's register for special educational needs is well below the national average, although the number with a statement of need is above the national average and include pupils with physical disability, and visual impairment. Attainment on entry varies substantially from year to year but on balance it is average.

HOW GOOD THE SCHOOL IS

This has become an effective school. The headteacher, staff and governors have worked very hard to address successfully previous serious weaknesses, and to ensure that all children have access to a range of good quality learning experiences and achieve well in relation to their abilities. By the time pupils leave the school they attain the expected standards in English, mathematics and science and more able pupils achieve the higher standards because of the good teaching they receive. Children have positive attitudes to school, attend regularly, behave well and work hard. Relationships are very good. The headteacher provides exemplary leadership and, with the active support and commitment of governors and staff, has developed rigorous assessment and monitoring procedures that are making a positive impact on pupils' learning and the standards achieved. As a result, the school provides good value for money.

What the school does well

- Pupils achieve above average standards in design and technology, and in speaking and reading at both seven and eleven and above average standards in mathematics and science at seven.
- Good teaching across the school enables pupils of all abilities to achieve well.
- Very good personal and social development enables pupils to get on very well together and to show initiative and personal responsibility.
- The headteacher provides purposeful leadership in challenging and supporting both pupils and staff to achieve their potential.
- Governors are very effective in identifying the right priorities for the school and in checking on progress towards targets.
- There are very good systems for planning the curriculum and assessing children's attainment and progress.
- Children enjoy coming to school and attendance is very good.
- The staff work very well with the community to enrich pupils' learning experiences.

What could be improved

- Standards in geography and history are not high enough.
- Target setting for pupils with special educational needs could be sharper.
- Behaviour in the playground is not monitored consistently at lunchtimes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected under Section 3 by Her Majesty's Inspector in 1998, following the first inspection in 1995 when the school was deemed to need special measures. The school was judged no longer to require special measures but it still had serious weaknesses. Since that time the rate of improvement has accelerated and the school is judged to have made good progress in addressing the key issues of the last report.

The setting of challenging targets for individual pupils in English and for groups of pupils in both mathematics and science has driven standards up and ensured that pupils achieve well in relation to their abilities, particularly those capable of reaching the higher standards.

Teaching has improved significantly and is now good in the foundation stage and at Key Stage 2 and very good at Key Stage 1. No unsatisfactory teaching was observed during the inspection. The deployment of teachers to use their good subject knowledge to maximum effect across a key stage and along with much improved planning and assessment has made a good impact in most subjects.

The comprehensive curriculum map, which takes very good account of all recent national requirements, provides pupils with regular access to a wide range of well-planned learning opportunities. The very successful linking of subjects, such as science and design and technology, is effective in enabling pupils to apply their skills and understanding in real contexts.

Great strides have been made in developing the monitoring and evaluation role of the governors, the headteacher, and key members of staff. This has led to sustained improvement across all aspects of school life based on a genuine and shared commitment to raise standards for all pupils. The high quality of strategic planning and the implementation of very good systems to monitor and evaluate standards, teaching and learning indicate a very good capacity to succeed in the future.

STANDARDS

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

Performance in:	compared with				
	all schools				similar schools
	1997	1998	1999	2000	2000
English	C	D	A	*	*
mathematics	B	D	A	*	*
science	B	C	A	*	*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

*In 2000, the number of children who took the national tests was too small to be reported in comparison with schools nationally and those where a similar percentage of pupils are eligible for free school meals. However, the tracking of the pupils' results from between the ages of seven and eleven shows that the group of pupils who took the tests in 1999 made much greater progress than pupils who achieved similar results at the age of seven. The school has made great strides in tracking the progress of individual pupils and is able to demonstrate that children make good progress over their time in school whatever their ability. Attainment on entry varies widely from above average one year to below average in another. Along with the small numbers of pupils in each year group, the measurement of trends over time is unreliable. The school is now setting targets that are challenging but achievable in relation to each year group.

At the age of eleven, inspection evidence finds standards to be in line with children of the same age nationally in English, mathematics and science. Standards in information and communication technology are average and continuing to improve with the phased implementation of the new curriculum. Standards in religious education are in line with the expectations of the locally agreed syllabus. Standards in geography and history are below those expected nationally. At the age of seven, pupils achieve above average standards in mathematics and science and average standards in English, although reading and speaking standards are higher than expected nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children enjoy coming to school and join in enthusiastically in lessons and in other areas of school life.
Behaviour, in and out of classrooms	Behaviour is generally good in class and around the school, although it can become boisterous at lunchtime when there is not enough to do.
Personal development and relationships	Children get on very well together and the older pupils take good care of the younger ones. They show thoughtfulness towards each other. Whatever their age, children are keen to take on responsibilities and to be involved in making decisions.
Attendance	Levels of attendance are well above average. Pupils attend regularly and arrive on time.

TEACHING AND LEARNING

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

Of the twenty-five lessons observed during the inspection, all were at least satisfactory with 12 per cent judged to be very good or better and 68 per cent judged to be good. Teaching is good in English and mathematics with both planned and incidental opportunities for pupils to apply their literacy and numeracy skills in other subjects. The very good linking of science and technology increases the impact of teaching in both subjects. The good use that the school makes of individual teachers' expertise ensures that teaching is good across all areas of the curriculum.

Teachers manage pupils very well and in most lessons have high expectations of what they can achieve. They know their pupils very well and in most lessons pitch the work at the right level so that pupils are actively involved, keen to work hard and make good progress. In those lessons which were satisfactory overall, teachers did not always use teaching methods that ensured a brisk enough pace or took sufficient account of the needs and ages of pupils in mixed age classes. On occasion at Key Stage 2, the teaching of pupils with a wide age and ability range reduced the impact of what would have otherwise have been a very good lesson because the teacher was not able to give sufficient attention to groups of different abilities in practical sessions. Along with very long lessons in the afternoon, this led to a pace that was not sustained and occasions when pupils lost concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum map provides coherent learning experiences for pupils that take very good account of recent government requirements, with good enrichment through visits, visitors to school and residential experiences. The community makes a very effective contribution to pupils' learning. Provision for personal, social and health education is very good.

Provision for pupils with special educational needs	Procedures are effectively administered and individual pupils are enabled to play a full part in all aspects of school life. Individual education plans do not chart small enough steps in learning to guide teachers' lesson plans or to enable progress towards each target to be measured accurately.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' social development is very good and their spiritual and moral development is good as a result of the school's ethos improvement plan. Cultural development is satisfactory. Pupils' exposure to other cultures both within the classroom and outside is limited, although the school is making increasingly effective use of the Internet to address this.
How well the school cares for its pupils	There are very good systems in place for assessing pupils' work and the progress they make and good systems for checking on their personal development. However, there is inadequate supervision at lunchtimes, which the school has plans to rectify, and an inconsistency in the way the site is monitored at lunchtime.
How well the school works in partnership with parents	The school has developed a number of innovative ways in which to work with parents but has not yet fully met the challenge of communicating successfully on a regular basis with the many parents who live some distance away and whose children travel to and from school by the school bus.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a very clear vision for the development of the school and has worked tirelessly with staff and governors to translate it into effective action that has addressed all previous weaknesses. There is a strong, shared commitment to provide high quality education for all the children at Uptonery School whatever their abilities and needs. Co-ordinators have begun to play their part in shaping the direction of the school, although the role still has a way to develop.
How well the governors fulfil their responsibilities	The governing body is very effective. Governors know their school very well and are not afraid to take difficult decisions. They are very well informed and are fully involved in establishing priorities, checking on the school's progress towards its targets and evaluating the success of their spending decisions.
The school's evaluation of its performance	Staff and governors have high expectations of the children and of each other. The school's improvement plans provide a very clear agenda for action and enable staff and governors to direct their efforts on clearly charted priorities that focus strongly on raising standards. The headteacher has played a pivotal role in challenging and supporting teachers in honing their skills and in encouraging them to play a full part in the school's development.
The strategic use of resources	Financial planning is very thorough and resources are clearly targeted on priorities. Good use is made of new technologies in the curriculum and in school management. The deployment of teaching staff enables individual expertise to be used to the maximum benefit of the pupils. The school understands the principles of best value and applies them well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress • Behaviour is good • The school is well led and managed • The school expects children to work hard and do 	<ul style="list-style-type: none"> • To be better informed about how their child is getting on • The ways in which the school works with parents

<p>their best</p> <ul style="list-style-type: none"> • Teaching is good 	<ul style="list-style-type: none"> • A wider range of activities outside lessons
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The inspection team agrees with all that pleases parents. The school provides a wider and more regular range of meetings than many schools and the annual reports on pupils' progress give more detail than most. However, there is not sufficient consistency in the way that staff keep in touch with parents on a day-to-day basis, although the team identified areas of very good practice. The school recognises that even more could be done to work closely with parents. There is a limited range of activities that take place outside lessons, but the school does provide a variety of visits and visitors to bring the curriculum to life. The team considers that the present situation is satisfactory, given the fact that transport to and from school makes both close working and running activities outside lessons a challenge for the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Since the previous inspection in June 1998, the implementation of robust assessment procedures has led to effective target setting for individuals in English and for groups of pupils in mathematics and science. Sharp target setting along with improved planning and teaching have increased rates of progress and raised standards in English, mathematics and science, as well as in several other subjects. In 2000, the number of eleven year olds who took the national tests was too small to be reported in comparison with either schools nationally or those where a similar number of pupils are eligible for free school meals. However, compared with pupils who achieved similar results in the national tests at the age of seven, the group who took the tests in 1999 made much greater progress.
2. The school has made great strides in tracking the progress of individual pupils and is able to demonstrate that children make good progress over their time in school, whatever their ability. The local authority's baseline assessment and other means of assessing attainment on entry indicate a wide variation from year to year, from below average to above average. For example, of the 15 pupils who took the national tests at the age of seven in 2000, half were on the school's register of special educational needs and five of those had significant needs. Along with the small number of pupils in each year group, this adds to the lack of accuracy in measuring trends over time. The school is now setting targets that are challenging but achievable in relation to each year group.
3. Most children in reception achieve the early learning goals in all areas of learning and make particularly good progress in their personal, social and emotional development, and in many aspects of their physical and creative development because of strengths in teaching, the challenge of working alongside the children in Year 1 and the secure environment in which they learn. Children with special educational needs make equally good progress as a result of the individual attention they receive in a class with a small number of children and the good working partnership between the teacher and the special educational needs teaching assistant.
4. In the present Year 2, in contrast to the previous Year 2, inspection outcomes find that pupils achieve above average standards in mathematics and science. This is as a result of very good teaching which enables more able pupils to achieve their potential and the effective way in which pupils are encouraged to apply their knowledge and skills in other subjects. They achieve average standards in English overall, although reading and speaking standards are higher than expected. At the age of eleven, standards are in line with children of the same age in English, mathematics and science with more able pupils achieving the higher level 5. Standards in reading and in scientific enquiry are better than expected.
5. The school has been successful in broadening the curriculum over the past three years so that pupils now achieve well in subjects across the curriculum. Pupils are reaching similar standards to pupils nationally at both seven and eleven in information and communication technology (ICT) and these standards continue to rise as the new curriculum is phased in systematically. Standards in religious education are in line with the expectations of the locally agreed syllabus at both seven and eleven. Pupils achieve higher than expected standards in design and technology by the end of both key stages because of the excellent connections made with what pupils have learned in mathematics and science. The way in which pupils are challenged to apply their knowledge and skills in real and motivating contexts is an emerging strength in the way the curriculum is planned. Pupils achieve well in art, music and physical education and reach expected standards by the end of both key stages. They do not yet achieve the expected standards in geography and history.

6. Overall pupils with special educational needs make steady progress. This is because teachers successfully plan work in lessons to match the different levels of learning found in their classes. Progress could be more rapid if targets in individual education plans spelled out more clearly in small steps what pupils are to learn, teachers took good account of these targets when planning their lessons and there was better provision of teaching assistants in large mixed age classes.
7. The school has made good improvement in a number of areas. More able pupils achieve well and attain higher levels in English, mathematics and science. Pupils not only listen to teachers' instructions, but are also actively involved in understanding what they are expected to learn. Reading standards are now good across the school and pupils understand scientific principles and processes and use them in their work. There has been significant improvement in the coverage given to ICT, which has raised standards. The coverage for geography and history is much improved but the implementation of Curriculum 2000 does not pay enough attention to the development of skills and understanding across a key stage or to the ways in which pupils learn best. The school's planned amendments have the potential to rectify this situation, and to increase rates of progress and raise standards, which are not yet high enough.

Pupils' attitudes, values and personal development

8. Uptonery is a school where pupils enjoy coming to learn. The vast majority of pupils are enthusiastic about their school. They like their teachers and other staff in the school, and appreciate the feeling of community. The oldest pupils, for example, look forward to moving into secondary education, but say that they will miss the friendliness of their primary school. Pupils know that their teachers care for them and there is a shared respect for each other and for the school. An example of this is the proud way in which the head boy and head girl show visitors around the school.
9. The caring ethos of the school encourages good behaviour. Class rules for behaviour are usually developed jointly between the class teacher and pupils. These form the framework for a code of conduct that is respected by all. In lessons and around the school, the pupils behave sensibly. The strategies to develop this good behaviour are well thought out. In the dining room, for example, pupils from different classes sit together so that the older ones can help the younger ones. This is very effective and is just one way in which good behaviour and relationships are maintained. During the inspection, there was no evidence of any bullying in the playground. The staff deal with minor incidents of inappropriate behaviour effectively and sensitively. Non-teaching staff play a key role in promoting the good behaviour and relationships.
10. Around school and in their classes, pupils are courteous and well mannered. In their classroom activities they are willing to listen to others and to respect the views of other people. They are polite to other pupils and to adults in the school. This helps to reinforce the feeling of community throughout the school.
11. The pupils' personal development is very good. A key feature in developing pupils personally is the flourishing School's Council. Representatives from each class meet with staff and governors each half term. They maintain independently their own notice board. The School's Council gives pupils a very good introduction to citizenship and the democratic process. Pupils' views have had a good impact. For example, pupils voted 'yes' for a school uniform and have debated the issue of the wearing of long skirts. Detailed rules have been established in the Council's meetings, which have influenced behaviour in assemblies. For example, the removal of the privilege of older pupils to take a turn sitting on the benches should they misbehave at any time.
12. In their classrooms and around the school, all pupils are sensible and mature. In many classes, pupils are very ready to help with the routine organisation of resources. All pupils are careful with property and in practical work they take great care of the resources they use. Pupils take a fair share of responsibility in their own learning and in helping others. In lessons, many teachers

explain to their pupils what they will learn and then give them an opportunity to reflect on the learning that has taken place during the lesson. This encourages the pupils to become more independent in their learning and to show a greater maturity in their work. This very positive encouragement helps the pupils to be much more aware not only of what they have achieved, but of what they need to improve and this makes their learning more effective.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is consistently good across classes and subjects and frequently very good at Key Stage 1. Of the 25 lessons observed during the inspection, all were at least satisfactory with 12 per cent judged to be very good or better and 68 per cent judged to be good.
14. This is a significant improvement since the last inspection when the quality of teaching was judged to be satisfactory overall, although there remained fundamental weaknesses in the setting of clear learning objectives, classroom organisation and management, and in teachers' subject knowledge. Teaching is good in both English and mathematics with both planned and incidental opportunities for pupils to apply their literacy and numeracy skills in other subjects, such as art and science. The very good linking of science and design and technology increases the impact of good teaching in both subjects.
15. Teaching now has several strengths that spring from the importance that the school attaches to the professional development of teachers. Basic skills are taught well and the thorough ways in which the school has addressed the key issues from the last report have led to good planning and assessment of pupils' learning. It is becoming consistent practice for teachers to explain to pupils what they intend them to learn during the lesson and to return to these objectives during the lesson to assess how well pupils understand what they are doing.
16. Teachers know their pupils very well as individuals and in most lessons have high expectations of what pupils can achieve. Pupils feel secure and are prepared to 'have a go' when confronted with something new. They are willing to try out new ideas and make suggestions even if they are not quite on the right track, which enables them to learn from their mistakes. Pupils are well motivated by the wide range of teaching strategies used in lessons. They have plenty of opportunities for 'hands on' experiences through the emphasis given to art, design and technology, ICT and science. In those lessons which were satisfactory overall, teachers did not always use teaching methods that ensured a brisk enough pace or took sufficient account of the needs and ages of pupils in mixed age classes.
17. Lesson planning is good overall and in many lessons teachers provide different tasks for groups of pupils to provide the best level of challenge. On occasion at Key Stage 2, the teaching of pupils in classes with a wide age and ability range reduces the impact of what would have otherwise have been a very good lesson because, without the provision of a learning support assistant, the teacher is not able to give sufficient attention to groups of pupils with different abilities in practical sessions. Along with very long lessons in the afternoon, this sometimes leads to a pace that is not sustained and occasions when pupils lose concentration. Assessment procedures in the foundation subjects have recently been introduced but have not yet yielded the information that will enable teachers to plan different levels of challenge for groups of pupils.
18. The quality of teaching and learning for pupils with special educational needs is satisfactory overall. It is good for pupils with statements who are provided with good support in lessons, particularly during literacy. Teachers provide specific activities for these pupils who work closely with their support assistants to develop their skills. This ensures that they are fully involved and learn effectively. The amount of additional teaching or learning support time allocated to lower attaining pupils, and to pupils with special educational needs who do not have a statement, is often insufficient. There are times in lessons where they do not have sufficient support from staff to

remain fully engaged in the lesson, or to make gains in learning. This can lead at times to unsatisfactory progress for these pupils.

19. Homework makes a positive contribution to learning in all classes and increases in demand as pupils move up the school. The oldest pupils benefit from undertaking independent projects, which often link to class work in English and also encourage pupils to research a topic of their own interest.

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

20. The school has made significant improvements in all aspects of provision since the last inspection. The quality and range of learning opportunities provided by the school are mostly good and an appropriate statutory curriculum is implemented. There are significant strengths in the way in which the whole curriculum is mapped across the school within a rolling programme. This is based closely on national guidance and Curriculum 2000 with plans and policies in place for all subjects. A two-year cycle of topics in most subjects exists to ensure the progression of pupils' skills within mixed-age classes. The present, four-year programme for geography and history at Key Stage 2 is being revised, due to the lack of opportunities for pupils, as they become older, to revisit themes and to explore ideas in more depth. In its present format, planning for geography and history lacks the focus and clarity that exists in all other subjects.
21. Overall, the curriculum is broad, balanced and up-to-date. It promotes successfully pupils' good intellectual, physical and personal development and prepares pupils well for each key stage. The curriculum map is carefully planned by the headteacher, who has an exceptionally clear grasp of linking subjects into a meaningful and coherent whole. Daily lesson plans have detailed objectives linked closely to national guidance and to national strategies for literacy and numeracy. These objectives are carefully shared with pupils at the beginning of lessons. The good use of teachers' subject expertise ensures that the planning of subjects leads to the good development of skills within each key stage. Planning of tasks is closely matched to pupils' achievement. The headteacher monitors curricular learning opportunities for pupils closely. The school has identified the need to re-appraise the length of time allocated for some double lessons, for example, in geography and history. This is an area for further development.
22. There is good implementation of the National Literacy and Numeracy Strategies. Strengths are in the planning for teaching of reading so that pupils understand the text of their books and they remember good phonic strategies when meeting new words. Strengths in the planning for numeracy can be seen when teachers ensure that pupils estimate when calculating, that the idea of place value is firmly reinforced and that pupils are enabled to calculate mentally with a variety of strategies.
23. The Foundation Stage curriculum for children under five is often of good quality. A wide range of interesting and stimulating activities is provided, which takes account of national guidance. Planning is thorough and a good balance is drawn between activities that are led by the teacher and those chosen by the children. This supports good progress in learning and helps children to develop independence.
24. Provision for pupils with special educational needs is satisfactory overall. Procedures in line with the Code of Practice are good, and pupils with statements of educational need are provided with good support to enable them to achieve their targets, and to make good progress in learning. However, the provision for pupils with special needs who are not in possession of a statement, and for those pupils who have below average attainment is less satisfactory. There is too little support

in lessons for many of these pupils. This inhibits the quality of the provision and the amount of progress that they are able to make. Targets within pupils' individual education plans are sometimes not specific enough to be measured. For example, the target for one pupil states that he will "be able to write independently", and for another that she will "build vocabulary generally". These targets cannot be measured and it is difficult to know what they mean. Because of the lack of measurable targets it is difficult for teachers to monitor the rate of progress that many of these pupils make.

25. The school's promotion of personal, social, health education and citizenship is very good. The programme includes awareness of drugs and sex education. Much of the work is covered in science education and good use is made of the school nurse and police liaison officer. The programme for citizenship has been thoughtfully linked to other subjects, for example, geography where pupils discuss choices affecting individuals and communities and the sustainability of the environment. Aspects of citizenship, which are not covered in subject units of work, are planned for in assemblies and 'circle time' (where pupils learn to listen to others and contribute their own ideas in a friendly and encouraging group discussion). There is very good promotion of citizenship through the school's council, where pupils learn first-hand the principles of the democratic process. The school gives the governing body good information about the curricular provision. Parents, likewise, are given worthwhile information about the curriculum taught in the school.
26. Provision for extra-curricular activities is satisfactory overall. There are no school clubs, however, apart from football and netball, which are run by parents, although a significant number of parents would welcome more. The small number of adult volunteers means this aspect of the school's activities is underdeveloped and the utilisation of lunchtimes for such activities has not been fully explored. However, visits to places of local interest, participation in community activities, and visitors to the school considerably enrich pupils' learning during the year. Older pupils took part in a life-skills event organised by the police and visited Exeter as part of their work on Roman Britain. A musician specialising in African drumming taught pupils the art of drumming, which ended in a presentation for parents. Joint ventures for sport and residential trips have also enriched the extra-curricular provision. All pupils are given good opportunities to access the main curriculum and the extra-curricular provision.
27. The school has developed some very good links with the local community, which contribute greatly to the pupils' learning experiences. It holds family services each term in the parish church and also has links with neighbouring churches and is involved with activities such as flower festivals. Visits by individuals, such as the community policeman, church organist, postman, the Devon air ambulance and the local Member of Parliament to talk about their work increase the pupils' awareness of the world around them well. A project with the local newspaper is a good example of how the school's involvement with the local community benefits pupils' learning. Pupils from across the school contributed articles to a school newspaper under the editorial guidance of pupils in Year 6 who then oversaw its production at the local newspaper's offices.
28. In terms of the wider community, the school was one of the first to visit the Millennium Dome from which valuable projects were derived: participation in the national Millennium Tapestry, a local mosaic and a film made by pupils of farming past and present. The school has its own website which has attracted attention from across the world and enabled it to establish contacts with schools in countries such as America, Australia and Thailand. Pupils regularly communicate by e-mail with pupils in these schools.
29. The school has very good links with its feeder playgroup with which it shares the site; pupils visit the reception class weekly prior to transfer. It also has good sporting links with local primary schools and most junior pupils take part in a residential week with a neighbouring school. The headteacher attends the local academic council with other headteachers at which joint staff development is organised to improve the cost-effectiveness of training. Pupils in Years 5 and 6 have several opportunities to attend Honiton Community College, where they are introduced to the

school and its staff and undertake mathematics fun activities. The school has established contacts with initial teacher training institutions and utilises student teachers and nursery nurses in classrooms to the mutual benefit of student and teacher.

30. The provision for the spiritual development of pupils is good. The school's assemblies provide a firm foundation for this and offer opportunities for pupils for private reflection. Throughout the curriculum, the planning reflects a strong spiritual ethos and individual subjects, especially religious education, allow pupils to develop an understanding of the values and beliefs of others.
31. There is a good provision for moral development, which is reflected in the standards of behaviour throughout the school. The classroom and playground rules are well promoted and understood and generally followed, except in certain circumstances where supervision is inadequate, and the school council allows the pupils involvement in the creation of their own moral code. Even the youngest pupils are well aware of what is, and is not, acceptable behaviour and demonstrate a firm understanding of the values of fairness and honesty.
32. The provision made for social development is very good throughout the school. The pupils cooperate well with one another and work well in classroom groups; the local newspaper project is a prime example of the whole school working effectively together. The school council provides them with opportunities to demonstrate initiative by making decisions, which affect their life in school, and allows them to take responsibility for their actions. Another example of how the showing of initiative is encouraged was when one pupil raised the idea of collecting for the Blue Peter Stamp Appeal with the headteacher, who promptly gave her the responsibility for organising it, which she did with the help of fellow pupils.
33. Provision for cultural development is satisfactory. Pupils are encouraged during assemblies to appreciate the world around them and religious education introduces them to the beliefs of different faiths. However, the exposure to other cultures, both within the classroom and outside, is limited, although the increasing use of the Internet by the school is beginning to address this. Learning in art and music extends to the study of African and Asian artists as well as well known and less well known Western artists but opportunities for pupils to be exposed to the theatre, art and music through school trips and visiting companies are underdeveloped.
34. The school's provision for the spiritual, moral, social and cultural development has improved since the previous inspection when it was found to be satisfactory.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. This is a very caring school where the adults are positive role models. They get to know their pupils well and are all well aware of the needs of individual pupils who require special attention. Provision for the introduction of children into the reception class is very good.
36. The procedures for improving attendance are effective and no pupils currently demonstrate an unacceptable level of attendance. Consequently, the education welfare officer is not a frequent visitor to the school but the contact is established should the need arise. The registers are completed promptly at the beginning of the morning and afternoon sessions.
37. Behaviour throughout the school is good, although pupils can be rather boisterous when not closely supervised, especially amongst the older pupils in the playground. Parents, pupils and staff do not see bullying and harassment as a problem in the school. The few instances of inappropriate behaviour witnessed during the inspection were dealt with effectively and with minimum disruption to the learning of the pupil involved and to that of the rest of the class. There have been no exclusions in the last twelve months.

38. The school carries out regular audits to ensure the welfare, health and safety of pupils. A governor is responsible, in co-operation with a teaching assistant, for the implementation of the school's health and safety policy. Overall, the school provides a safe environment, although the freestanding equipment around the hall and in front of doors in the hall constitutes a potential hazard in PE lessons. The headteacher is the designated person responsible for child protection and the school has an appropriate policy in line with local procedures. Whilst the headteacher has been trained in the appropriate procedures, the staff have not, although there is a copy of the policy in the staff handbook and they are encouraged to raise concerns with the headteacher who will then take the necessary action.
39. The playground supervision is inadequate, especially at lunchtimes. The split nature of the playgrounds, plus the fact that pupils are allowed to play on the path behind the classroom and on the area next to the headteacher's office, makes it impossible for one person to exercise effective control over all pupils and to ensure nobody leaves the school premises without permission. The governing body has recently made the decision to employ a third supervisor at lunchtime, which should go a long way to addressing this issue.
40. Procedures for assessing pupils' attainment and progress are very good. The school has a detailed 'map' of assessment provision for each year group, which gives good guidance for staff. National Curriculum testing is completed at the end of each key stage and pupils complete Qualifications and Curriculum Authority tests yearly. There are very good samples of work, particularly for the analysis of writing. The system used for tracking the progress for individual pupils is good for the subjects of English, mathematics, science and ICT. These assessment records give teachers a clear picture of pupils' attainment and achievement. Pupils' annual reports are good and provide comprehensive information to parents on how well their child has achieved in comparison to pupils nationally, the amount of effort they have put in and targets for future improvement. Pupils also contribute to an evaluation of their work. Reports could be even better if they included a section for parents to respond.
41. The school has made significant improvements in the use made of pupils' achievements in tests within the three major subjects of English, mathematics and science. Less progress has been made in evaluating the extent of pupils' understanding and learning within the foundation subjects, although good steps have been taken to record and assess pupils' progress in design and technology and music. Teachers make good use of information gained through assessment to modify lessons in order to solve main areas of weakness. Often, pupils are helped with specific targets to improve their work in the core subjects. However, this is not consistently done in the individual education plans for pupils with special educational needs. Their short-term targets lack specific detail on how pupils can improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. In general, parents are very supportive of the school and, from the questionnaires returned, state that their children like the school and make good progress. However, there are some areas where parents feel improvement could be made. Forty-three per cent of the respondents feel they are not kept well informed about how their child is getting on, 29 per cent feel that the school does not work closely with parents and 46 per cent is unhappy with the range of activities provided outside lessons. There is a limited range of activities that take place outside lessons, but the school does provide a variety of visits and visitors to bring the curriculum to life. The team considers that the present situation is satisfactory, given the fact that transport to and from school makes running activities outside lessons a challenge for the school.
43. Information provided by the school is good overall. The prospectus and annual report meet statutory requirements and there is also a monthly newsletter which is rather brief and included as part of the Upottery Newsletter comprising news from the school, church and parish. This may reduce its impact for those parents who live outside the parish. The parents appreciate the 'open

door' policy operated by the school and the availability for more formal meetings with teachers once a month. The headteacher has also made arrangements for parents to contact her by e-mail. The school has also arranged workshops for parents on literacy and numeracy but these have been poorly attended and a minority of parents take an active part in the life of the school. However, the fact that some parents live a distance away linked to the nature of their occupations often makes it difficult for them to visit the school during the working day.

44. Teachers communicate well with parents whose children who have statements of special educational need and do their best to involve them. All parents receive details of pupils' learning objectives and programmes of work at the beginning of the school year and very informative individual progress reports at the end of each year. This enables them to provide encouragement and support at home. However, there is not sufficient consistency in the way that staff keep in touch with parents on a day-to-day basis, although the team identified areas of very good practice. There is a flourishing Parent, Teacher and Friends Association, which organises fundraising and social activities; these are well supported by parents. It has been instrumental in raising around £15,000, including a substantial grant from the Foundation for Sport and the Arts, to fund the new play area that is in the process of construction.
45. Overall, the school's links with parents have a positive effect on pupils' learning and personal development. However, there remains a significant number of parents with whom it needs to establish a closer relationship in order for parents and teachers to communicate on a regular basis about small matters regarding their children. The school acknowledges that, although they have extended the ways in which they keep in touch with parents, even more could be done to work closely with them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The school was last inspected in June 1998 by Her Majesty's Inspector, when it was judged that the school was no longer failing to provide an acceptable education for its pupils, but still had a number of serious weaknesses in relation to the quality of teaching and learning. The present headteacher had been in post for less than six months at the last inspection. In the following two and a half years, the school has made good progress overall in addressing the key issues under her energetic and clear-sighted leadership. She has made exceptional progress in introducing highly effective management systems. In particular, significant changes to the curriculum and to planning and assessment have made a significant impact on the quality and consistency of teaching by raising expectations and providing a better match of work to meet the needs of individuals and groups of pupils. This has led to increasing numbers of pupils attaining level 4 in English, mathematics and science and of more able pupils attaining level 5 and above.
47. The headteacher has a very clear vision for the development of the school and has worked tirelessly with staff and governors to translate it into effective action that has addressed all previous weaknesses. There is a strong, shared commitment to provide high quality education for all the children at Upottery School, whatever their abilities and needs. Staff and governors have high expectations of the children and of each other. The school's improvement plans provide a very clear agenda for action and enable staff and governors to direct their efforts to clearly charted priorities that focus strongly on raising standards. The ethos improvement plan has been successful in improving standards of behaviour and in enabling pupils to take on a range of responsibilities within the school community.
48. The headteacher has played a pivotal role in challenging and supporting teachers in honing their skills and in encouraging them to play a full part in the school's development. Co-ordinators in the core subjects are fully involved in monitoring standards of teaching and learning, although the role still has still some way to develop in all subjects. The quality of leadership for special educational needs is satisfactory overall. Procedures are good, and annual reviews are conducted well. However, there is insufficient time allowed for monitoring of progress and standards to enable a clear overview of provision to be established.

49. The governing body is very effective in fulfilling its statutory duties. Governors know their school very well and are not afraid to ask probing questions or to take difficult decisions. They are very well informed and are fully involved in establishing priorities, checking on the school's progress towards its targets and evaluating the success of their spending decisions. The induction of new governors is very good and they quickly develop a sound understanding of their roles and responsibilities. The governors have also provided sustained support and encouragement to the headteacher and staff over a prolonged period, which has fostered a unified approach to school improvement that serves the best interests of the pupils.
50. There are sufficient teaching staff who are deployed effectively to make the best use of individual staff expertise. Learning support assistants are mostly employed and funded by the local authority to support individual pupils with statements of special educational need. There are insufficient learning support assistants to ensure that pupils in classes where there is a wide range of age and ability, receive adequate support in lessons, particularly where the headteacher also has responsibility for a class. Resources are frequently good or better in many subject areas. The accommodation is satisfactory, and the school works hard to overcome the disadvantages of freestanding classrooms, which are not attached to the main school building, and a small hall. The grounds are extensive and the development of their use to support the curriculum has enriched the learning resources for pupils.
51. Financial planning is very thorough. Governors play a full part in monitoring the budget, in obtaining value for money and in matching spending to priorities. The school applies the principles of best value well, consulting with parents and pupils, comparing standards in order to raise expectations, and challenging themselves to do things even better.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and governors have worked as an effective team to address serious weaknesses and to provide the pupils at Upttery School with a good education. In order to build on their sustained efforts and to ensure even greater consistency in the curriculum, they should:

- (1) Raise standards in geography and history by:
 - identifying progression in medium and long-term planning
 - developing the role of the co-ordinators to take on monitoring teaching and learning, and promoting high standards
 - planning regular opportunities for pupils to apply and develop their skills in literacy and numeracy
 - making the best use of the time allocated to teaching each subject
(Para 20, 63, 65, 94, 95, 96, 98, 99, 100, 101)
- (2) Improve target setting for pupils with special educational needs by:
 - identifying specific steps so that individual pupils' achievement can be measured, recorded and used by all staff when planning work in all lessons
 - monitoring the provision for SEN and the standards achieved
(Para 18, 24, 41, 48, 61, 63, 68)
- (3) Improve safety of pupils at lunchtimes by:
 - implementing the planned increase in supervision as soon as possible
 - reviewing arrangements to ensure that pupils are purposefully engaged
 - ensuring consistency in the way that the site is monitored
 - addressing potential safety hazards in the grounds
(Para 39)

Minor weakness that the governors may wish to address in their action plan:

- Explore ways of supporting teachers in those classes where there is the widest range of ages and abilities
- Extend the breadth of pupils' cultural experiences
- Explore opportunities to extend the range of extra-curricular activities offered to pupils at lunchtime and after school
- Further improve communication with those parents who do not visit the school very often
(Para 18, 33, 42, 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	68	20	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)		93
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	15

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
	4

Attendance

Authorised absence

	%
School data	96.3
National comparative data	94.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	3	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	10	10	11
Percentage of pupils at NC level 2 or above	School	67 (89)	67 (89)	73 (83)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	10	11	11
Percentage of pupils at NC level 2 or above	School	67 (89)	73 (83)	73 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	1	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School			
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School			
	National	70 (68)	72 (69)	79 (75)

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

The size of the cohort at Key Stage 2 and the small number of girls at Key Stage 1 prevent the full publication of test results.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	93
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)	4.4
Number of pupils per qualified teacher	21.3:1
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	13

Financial information

Financial year	1999/00
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	£
Total income	198,770
Total expenditure	197,832
Expenditure per pupil	2,223
Balance brought forward from previous year	5,631
Balance carried forward to next year	6,569

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	93
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	21	9	0	0
My child is making good progress in school.	55	38	5	2	0
Behaviour in the school is good.	61	34	2	2	2
My child gets the right amount of work to do at home.	32	52	9	5	2
The teaching is good.	46	46	0	2	7
I am kept well informed about how my child is getting on.	21	36	32	11	0
I would feel comfortable about approaching the school with questions or a problem.	58	32	7	2	0
The school expects my child to work hard and achieve his or her best.	54	45	0	2	0
The school works closely with parents.	30	38	25	4	2
The school is well led and managed.	52	30	2	2	14
The school is helping my child become mature and responsible.	46	45	5	0	4
The school provides an interesting range of activities outside lessons.	18	34	32	14	2

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

52. The satisfactory standard of education provided for children in the foundation stage has been maintained since the previous inspection and there have been improvements in developing pupils' imagination. Children start school at the beginning of the term in which they are five. At the time of the inspection there were seven children in the foundation stage, most of whom had benefited from pre-school education in the independently run pre-school on the same site as the school. Children are encouraged to attend one day a week in the half-term before they start school, in order to introduce them gradually to school routines. The very good induction programme enables parents, children and staff to get to know each other well. The children are happy to come to school, several of them travelling on the school bus, and join in class and school activities confidently. The gentle support of their teacher, her assistant and the pupils in Year 1 with whom they share the class increases their sense of security.
53. There is a range of attainment on entry to the Reception class; it varies significantly from one year to the next but overall it is average. All of the children make good progress, including those with statements of educational need, because they have the benefit of a small class and sufficient adult attention. By the time they start Year 1 many exceed the early learning goals in their personal, social and emotional development and in their creative and physical development, because they respond well to the challenge of working at the level of the older pupils in the class. A majority of children have made a good start on the early stages of the National Curriculum for English and mathematics. This good progress is due to good quality teaching and a well-planned and interesting curriculum.
54. Children start in the reception class with well-developed social and personal skills. By the time they move to Year 1 they are exceeding the early learning goals in their **personal, social and emotional** development. This reflects the good teaching, where all children are encouraged to try their best and to work hard, so they can feel confident that they will succeed. Children show very high levels of co-operation in their work and play. They know how to take turns and share, and show sensitivity for others. The children settle quickly into classroom routines and are keen to join in lessons. They work happily and independently on the computer, persevering until they have completed the task.
55. The adults are caring and show, through their treatment of each other and all children, their high expectations of courtesy and respect. This promotes very good social development in all kinds of groupings. The children are confident in whole school situations, such as playtimes. They listen to what other children have to say with care, and spontaneously debate issues important to them, such as why they have to come to school to learn. Adults promote the children's independence effectively, by gradually increasing expectations that they will choose and organise some activities,

such as completing their reading diary, and that they will clear away quickly and efficiently in order to become independent.

56. As a result of effective teaching, children make good progress in **communication, language and literacy**. They love listening to stories and often choose to share a story with a friend. They take pleasure in language, identifying many initial sounds and letters and relishing the rhymes in the stories they read together. The adults take care in the language they use so that they are constantly expanding the children's vocabulary. Circle time is used very effectively to encourage children to talk through their ideas and feelings. They are aware, already, that print carries meaning, and they use pictures to help them understand what the story is about. Their speaking skills are well developed and they talk in complete sentences. Many can identify their own name. Writing is taught systematically and children are encouraged to check on their own progress, although more could be done to provide a wider range of opportunities to write. By the end of the reception year, children are reaching the early learning goals in reading and writing and beginning to work within the National Curriculum framework.
57. **Mathematics** is taught well and by the end of the reception year most have reached the early learning goals. By then, most children use number names in their everyday work and match them with numerals to nine. They count silently in their heads and can say which is one more or one less. They have a good grasp of shape and pattern, which is reinforced successfully in their artwork. Many opportunities are planned for the children to think mathematically by using their growing understanding of mathematical concepts in every day situations. This was evident in the car race they staged, where they were confident who had come first, second and third. Adults sometimes miss opportunities to enable children to explain their ideas, which limits their ability to use mathematical language confidently.
58. Children enter the reception class with limited **knowledge and understanding of the world around them**. The teacher skilfully extends their present experiences by planning stimulating and interesting ways to help children build on this knowledge. A visit to the seaside provided good opportunities for them to make comparisons with their good awareness of life in the countryside. They are encouraged to develop areas within the classroom, such as the role-play area, which has become the three bears' house and a display of toys, both new and old. Children learn quickly how to use mouse control skills at the computer. The range of practical activities that encourage children to explore how things work and to question why things happen ensures that they have achieved the early learning goals by the time they move to Year 1.
59. Children make good progress in their **physical development**, though there is no secure outdoor space in which children can move freely to run and jump, climb and balance. Good use is made of the PE apparatus, and a focus on dance and movement enables pupils to develop sequences and learn to control their movements well. Planned use of the newly installed outside climbing apparatus will further add to the provision. There are many toys, construction kits and games, and creative activities, which help the children to develop their hand and eye co-ordination and finer body control, which they do well.
60. Teachers are very successful in encouraging children's **creative development** through dance, music and art activities. This has a positive impact on their communication, language and literacy skills. Most children make very good progress and exceed the early learning goals in this area. A good level of expertise amongst staff leads to high expectations of performance, to which children respond enthusiastically. They express themselves confidently because lessons are well structured to take good account of children's own ideas. Children responded imaginatively to the words of an Autumn poem, making good use of their hands and arms to encapsulate the fluttering and floating movements of falling leaves. On another occasion, they were encouraged to provide sound effects to 'Peace at Last' and, through well planned opportunities for experimentation, showed a good understanding of which instruments would convey the right atmosphere to match the ideas in the text.

ENGLISH

61. At the time of the last inspection, standards in English were broadly average but a significant number of pupils were underachieving. Because of the small cohorts that take the annual tests, results fluctuate according to the ability of the particular year group. However, taking this into account, standards have risen steadily since the last inspection and there is little evidence now of underachievement. A few lower attaining pupils, and a few with special educational needs do underachieve, however, because of the lack of sufficient support in some classes. Results from the 1999 tests show that standards were above average overall in English at both key stages. Results from the 2000 tests show good achievement compared to prior attainment. Standards from the inspection findings concur with these results. During the inspection standards in reading and in speaking were found to be high at both key stages, while standards in writing and spelling, and in listening were satisfactory.
62. When pupils enter the school, their ability in English is broadly in line with those expected for pupils at the age of five. Throughout Key Stage 1, they develop their speaking and listening skills through many oral activities, such as dramatic play, discussion and through talking in groups. For example, they involve themselves fully in literacy lessons, answering questions thoughtfully and taking turns in conversation. Higher attaining pupils use complex sentences to explain what they mean. Their use of vocabulary is good. One pupil in Year 2 was able to explain the meaning of words such as “finally” and “instructions”. Other pupils could explain what a verb, noun and adjective were. At both key stages, listening skills are satisfactory. Pupils listen appropriately to adults and to each other, but they sometimes find it difficult to wait until someone has finished speaking before they try to talk. This can lead to some noisy sessions. Higher attaining pupils read simple text fluently and with meaning. They talk with pleasure about their reading habits, and show awareness of punctuation. Many pupils at Key Stage 1 read well. They use their phonic skills effectively to build unknown words, and are developing good strategies to promote reading skills. They use dictionaries well, and identify letter names at an early age.
63. Standards in writing are satisfactory overall. Pupils write for many different purposes. They present their work well, and are beginning to use information technology to improve their writing. They develop an appropriate style, and use a good range of vocabulary, although the model of writing in some classes lacks consistency. This can confuse some pupils, particularly lower attaining pupils, or those with special educational needs. Opportunities to write are sometimes limited by overlong discussions during literacy time. There are, also, too few opportunities to promote writing during other lessons. For example, pupils rarely write in history, geography or religious education lessons.
64. During Key Stage 2, pupils continue to develop good speaking and reading skills. They benefit from good discussion times, and speaking skills are promoted in many lessons. For example, they use drama during religious education and personal and social education. This enables them to gain confidence in speaking out, and in learning the rules of conversation. They join in with discussion during the literacy hour, and develop clear speaking voices as they take part in group and class presentations. Plenary sessions in literacy time are used well to promote speaking. For example, in Year 5 and 6, pupils used some very good sentences to demonstrate their understanding of similes and metaphors. They shared their own examples with the whole class. Pupils’ reading develops well across Key Stage 2. By the time they reach Year 6, higher attaining pupils are able to summarise key texts quickly, highlighting the relevant points. They talk clearly about their favourite authors, and give examples of why they enjoy certain books. Other pupils benefit from a good home/school diary system in which they identify their own strengths and weaknesses. They all have the opportunity to read non-fiction as well as fiction, and many choose these as their favourites. Pupils read a wide range of good books. They use the library and research information independently. They are beginning to use the Internet for research purposes.

65. Writing skills are developing satisfactorily. There are examples of some extended writing, particularly as part of homework topics. Work is well presented, and many pupils are developing a clear style of writing. However, opportunities are missed in other subjects to provide meaningful contexts for pupils to write for a range of purposes, particularly in history, geography and religious education. They are beginning to write about their experiments in science, and to use computers to explore different styles of writing.
66. The quality of teaching in English is good. Teachers have good knowledge of the subject and of how to teach basic skills. They use good resources well, and ensure that lessons are interesting with plenty of variety. Lessons are well planned, and the literacy hour format has been effectively implemented. Because of the good teaching, pupils learn well. They acquire skills and knowledge systematically and make good progress. Teachers know their pupils very well, and assess their attainment on a regular basis. This helps them to know how much progress is being made. The quality of teachers' questioning is good. This has a very positive impact on speaking and thinking skills. For example, in one lesson in Year 5 and 6, pupils were given the opportunity to think about the mood and feeling of a particular piece of text. They took part in a brainstorming session in groups, and made decisions for themselves about what they would write and how they would write it. Teachers manage behaviour very well, and pupils enjoy their lessons. Occasionally, the initial part of the lesson is too long. This can inhibit the amount of time available to the pupils for their own work. At these times, pupils' written contributions are insufficient because they do not have time to finish.
67. English is led well. In general, the monitoring of teaching and learning has been systematic, and has helped to improve the quality of provision. Some good resources are being well used, and the use of ICT is improving. The curriculum is appropriate to the needs and abilities of the majority of the pupils. Sometimes there is too little support in lessons for lower attaining pupils, and for some pupils with special needs. When this happens, the content of lessons is too difficult for them and they do not make sufficient progress. All pupils have literacy targets, and these are well known to pupils and staff and are having a good impact on learning for almost all pupils. However, the setting of targets for some pupils within their individual education plans has not been monitored sufficiently, and they are not specific enough to ensure that these pupils make appropriate progress in English.

MATHEMATICS

68. Pupils in Year 2 attain mathematical standards that are above average for the age group. By the end of Year 6, pupils attain average standards. The small numbers of pupils within each year group make comparisons of National Curriculum tests results between 1999 and 2000 unreliable. However, the results show a rising and improving trend over four years, apart from the 1999 Year 2 results, when there was a high proportion of pupils on the special educational needs register taking the tests. Overall, there has been good improvement in mathematics since the inspection of June 1998. Pupils with special educational needs are supported well at Key Stage 1 and make good progress. Pupils with special educational needs at Years 5 and 6 have no extra adult support in mathematics and make less progress.
69. Higher attaining pupils are challenged well throughout each year group and succeed in attaining higher standards. The present group of Year 2 pupils has a very secure knowledge of place value and is very good at mental calculations. These pupils are adept at using a variety of ways to calculate and record and show good application in solving problems. A significant number have a good understanding of numbers over one thousand. They add and subtract tens and units correctly and multiply tens and units by a unit accurately. Some pupils solve multiplying tens and units using a variety of strategies and record these accurately. Most understand the inverse rule when applied to multiplication and division. Pupils are very good at making sensible estimations before calculating. They know some of the properties of two and three-dimensional shapes and

measure length accurately. Although their knowledge of weighing and measuring liquid is satisfactory, standards could be higher if pupils had sufficient practice to reinforce their learning.

70. By the age of 11, pupils perform calculations quickly. They understand fractions, and use and interpret a range of diagrams and charts. They make good estimations and their problem-solving skills are satisfactory. Their standards in measuring length are above average and are partly as a result of good and frequent measuring in science and design and technology activities. Pupils' knowledge of the properties of triangles and polygons is good.
71. The progress of pupils throughout each year group is mainly steady and consistent, particularly in learning tables, in the knowledge of place value, and in the variety of ways in they calculate mentally and record. Pupils in need of more adult help have good extra help in the younger age range. Progress slows in the Years 5 and 6 class, despite the good teaching. This is due to insufficient adult help in a mixed-age class of thirty pupils.
72. Teaching of mathematics at Key Stage 1 is very good. Planning is excellent for the age range. Assessment of pupils' understanding and achievement is excellent. Due to the thorough questions asked of pupils and the very well matched tasks to pupils' needs, achievement is very good. Teaching at Key Stage 2 is good overall. Teachers plan for good breadth and balance over the year and are particularly conscientious to ensure that pupils use correct mathematical language throughout the key stage. Teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively. Lesson objectives have improved since the inspection of 1998, are detailed in their planning, and shared fully with the pupils when lessons begin. The enthusiastic oral and mental sessions ensure that pupils achieve good mental calculation skills. The good methods used ensure that pupils learn through practical activities initially, so that their recording of calculations is secure. Teachers use science and design and technology lessons to improve mathematical reasoning. In addition, pupils use their measuring skills to good avail when designing and making their moving, mechanical toys in science, and in design and technology investigations. Teachers assess and record pupils' achievement regularly, identifying difficulties in order to help pupils to improve.
73. The mainly good teaching impacts significantly, so that pupils have positive attitudes and enthusiasm for mathematics. Since the previous inspection, the role of the co-ordinator has been strengthened and standards are rising. Younger pupils with above average, and sometimes well above average standards, are moving confidently up through the school.

SCIENCE

74. In 2000, the very small group of pupils aged 11, achieved well below average results because of the significant number of pupils with special educational needs. The previous year, a larger group of pupils achieved well above average results when compared with schools nationally and with similar schools. Results fluctuate dramatically, partly because of the small numbers of pupils in each year group, but also because of the number of higher attaining pupils and those with special educational needs in different year groups.
75. Through the well-structured introduction of national planning guidance and the deployment of teachers with good subject knowledge across each key stage, standards of work have risen since the last inspection. Examination of previous work and the schools' tracking of progress provide clear evidence that pupils make good progress and higher attaining pupils achieve the higher level 5. There is no longer evidence to suggest underachievement by the most able that was indicated at the time of the last inspection.
76. Pupils make very good progress at Key Stage 1 and by the age of seven achieve above average standards. This is brought about by exemplary planning that pitches the work at just the right level

for each ability group and sets sufficiently demanding challenges for all groups, including the most able, and for those who have special educational needs. Learning is presented to the pupils in such a lively and stimulating way that they concentrate fully for extended periods of time and, as a result, make very good progress in lessons. They are keen both to ask and answer questions and to make suggestions of their own. The teacher's secure subject knowledge and keen assessments of her pupils' capabilities, enables her to challenge their misconceptions and develop their ideas by asking clearly phrased questions that make them think: 'What happened when?' 'Why do you think that?' 'What makes it drop down?' There are high expectations that pupils will justify their predictions and consider any problems that might arise.

77. In a very good lesson with pupils in Years 1 and 2, the teacher secured wide involvement from the class in suggesting how friction could be investigated, because pupils knew their suggestions were valued and, at the same time, that they would be asked to explain what lay behind their ideas. Their ideas were stimulated and supported by very thorough planning and preparation and the excellent provision of resources. The effective use of the learning support assistant ensured that there was someone on hand to support or intervene when necessary, although pupils were expected at all times to come up with their own ideas and to test them out.
78. At Key Stage 2, pupils make good progress and achieve average standards overall, with the majority of pupils achieving above average standards in scientific enquiry. The very good grounding they receive at Key Stage 1 means that they have already acquired the habit of working systematically. Pupils in Years 5 and 6 are able to explain events and phenomena and a minority are learning to live with uncertainty and to question the validity of their results. Most use increasingly precise technical and scientific terms. They collaborate very well in their investigations and are learning well to handle investigations with a number of variables. Many pupils have begun to generalise from their investigations and to suggest how a concept would apply in other situations. Improved assessment procedures enable group targets to be set and for planning to be adjusted. The marking of work, however, does not presently serve to take pupils' learning forward by setting their own targets.
79. At both key stages, pupils demonstrate good levels of understanding of materials and their properties, and physical processes, because of the excellent way in which lessons in design and technology enable pupils to apply their scientific knowledge and ideas to real problems. The subject is also used very effectively as a vehicle for the development of literacy and numeracy skills and, although the use of ICT is being phased in systematically, it is not yet exploited to the same degree. However, one interesting development has been the inclusion on the school's web site of investigations that pupils in Y5 and 6 carried out on dilution in relation to supermarket orange squash.
80. There are significant strengths in teaching that are evident across the school. Teachers are at pains to explain their plans so that pupils are clear about what they are expected to learn and are actively involved in assessing their achievements, as well as exploring scientific ideas that they do not understand. In the best lessons, teachers help pupils understand complex ideas by providing many analogies with everyday experiences. Teachers use a wide range of good quality resources imaginatively to motivate pupils' curiosity and this 'hands on' approach motivates pupils with special educational needs so that are able to play a full part in lessons and make equally good progress. Progress could be even better at Key Stage 2, if there were the same level of classroom support as there is at Key Stage 1. Boys' performance has also been targeted successfully, so that all pupils, whatever their gender or ability make good progress in lessons, and as they move through the school. The way in which teachers involve pupils results in high standards of behaviour, enthusiastic discussion and a willingness to listen to ideas and to make suggestions. Pupils relish being young scientists, work well in groups, sharing ideas and developing plans, and organise themselves well.
81. The last report found that there was much emphasis on the acquisition of knowledge, but that pupils' understanding of principles and processes was limited. The implementation of a broad and

well-balanced curriculum, that enables pupils to return to key concepts on a regular basis, and to develop their skills and understanding in a systematic way, has fully addressed these concerns.

ART AND DESIGN

82. Pupils in Year 2 and Year 6 attain overall standards that match those expected nationally and achieve high standards in some aspects of the curriculum. This is a significant improvement since the subject was last inspected in 1995, when a significant proportion of pupils at both key stages were not achieving expectations or making sufficient progress in relation to their abilities.
83. The development of a scheme of work and the recent introduction of national guidance has provided a progressive structure for pupils to develop a range of skills and concepts. They are also presented with a good range of experiences and materials that are instrumental in providing impetus for them to use their imagination and respond creatively. The individual way in which pupils at both key stages responded to the work of Andy Goldsworthy, and created their own compositions using elements from the natural environment, is a telling example.
84. The school makes good use of teacher expertise, particularly at Key Stage 1, and pupils are encouraged to become discriminating in their observations of colour, form and texture. In the one lesson observed, the teacher started with a stimulating visual activity that, not only challenged the youngest children to make sense of a small section of a picture that was gradually revealed to them, but was also very effective in developing their powers of description. By taking them into the world of the artist, they became confident in making decisions about which brush size and colours to use in painting their own amazing fish and eager to talk about what they wanted to achieve.
85. The scrutiny of work revealed good use across the school of the work of artists, with purposeful links to other subjects, such as English, science, ICT and geography. Pupils are introduced to a wide range of techniques. The youngest children achieve high standards in painting, responding to Howard Hodgkin's 'In a hotel garden' with an impressive awareness of how he used line, pattern and bold colours. Pupils in Years 1 and 2 demonstrate the ability to work on a small scale with a keen eye for detail in their pen drawings of spider plants, and confidence in working on a large scale in their paintings using a limited palette of subtle colours, that they had worked experimentally to achieve.
86. Although pupils continue to develop their skills satisfactorily at Key Stage 2, their progress is not at the same rapid rate as it is at Key Stage 1, and work indicates an element of marking time until Years 5 and 6. The oldest pupils respond with sensitivity to David Hockney's Grand Canyon, and in addition to poetry, produce hot landscapes in collage, pastels and computer 'paintings' that show a good sense of colour and composition and a good grasp of different techniques. Other landscape work, in response to a wide range of artists, shows a good level of experimentation with style and form, as do the striking compositions based on Matisse's collages.
87. In spite of the instantly recognisable pencil and crayon portraits of members of staff by pupils across the school, there is insufficient emphasis on developing drawing techniques through close observation, other than the effective work on pattern linked to the work on William Morris. There is potential for further improvement as the school continues to implement and evaluate the national guidance and to make use of the information gleaned from the assessment procedures that have been established recently.

DESIGN AND TECHNOLOGY

88. Pupils in Year 2 and Year 6 attain standards above those expected for their ages. Provision for the subject is very good and this represents a good improvement since the previous inspection. A new design and technology room is equipped to high standards and resources are used efficiently. Pupils make good progress in their learning. All pupils have good opportunities to achieve well in the subject.
89. At Key Stage 1, pupils have good knowledge of mechanical and electrical controls and of structures. They have good skills in cutting, joining and combining materials. Standards reflect the good teaching and the interesting and challenging tasks given. For example, pupils have made and investigated the balancing of card cutouts of figures along knotted string, and designed and made their own pop-up 'Jack in the Boxes'. Pupils attain above the expected standard in their designs and evaluation in the making of moving pictures and wind-up mechanisms.
90. At Key Stage 2, pupils clarify their ideas when designing and consider carefully the appearance, function and reliability of the moving vehicles, which they make from wooden chassis, electrical motors and wheels. They develop a planned sequence successfully and modify their designs accurately, when taking into account the materials they use. Pupils make good progress in making, measuring in millimetres and in evaluating and testing products. For example, younger pupils at Key Stage 2 take good account of the size of 'jaws' made from card, which they need to accommodate air pumps to operate pneumatically. Older pupils design and measure carefully the body of a model of a vehicle in preparation for its attachment to the chassis. They take good account of the wiring, switches and bulbs needed to create flashing lights on the front and rear of their models.
91. Teaching is good, enthusiastic and at times, inspiring. Lessons are planned thoroughly, with resources and tools accessible easily for pupils to make independent choices. Good teaching ensures that pupils' making and assembling skills have developed sufficiently, in order for pupils to use their designs successfully. Evaluation of designs and developing products are prominent features of pupils' work throughout. Teachers allow sufficient time for pupils to reflect on their finished designs and constructions and intervene effectively to suggest how to make improvements.
92. The good teaching has a positive effect on pupils' attitudes. They are enthusiastic and express their ideas imaginatively. They are attentive, ask perceptive questions and co-operate well. Pupils' independence in choosing materials and tools and in tidying away is mature. Behaviour is good. Pupils are helpful and courteous to visitors and they talk animatedly about their accomplishments. Most take good pride in their finished products.
93. The co-ordinator works hard to encourage and support other teachers and has been influential in improving standards in the subject. The scheme of work has been updated for the National Curriculum 2000 and good steps taken to record progress. The strength of the subject is when tasks are well integrated into other subjects' themes, such as in science and its investigations into forces, with reference to vehicles. The demands of the subject reinforce pupils' measuring skills in mathematics and in recording in standard units. Design and technology is valued and developed as a subject very successfully, with its own skills and disciplines. The only obvious weakness is the lack of sufficient adult support in a large class of thirty pupils in Years 5 and 6.

GEOGRAPHY

94. Standards have not been judged at either of the previous inspections. However, at the last inspection, it was stated that there were too many inconsistencies in geography and that the coverage of the curriculum was slight. Since that time, improvements have been made to the organisation and the content of the curriculum, but this has not been enough to promote satisfactory progress at either key stage. By the ages of seven and eleven pupils do not attain average standards. Although they are developing satisfactory knowledge, their acquisition and

application of skills is haphazard, and the present structure of the curriculum at Key Stage 2 does not present sufficient challenge for pupils in Years 5 and 6.

95. The co-ordination of the subject has only recently become the responsibility of one person and, to date, no one has a sufficiently clear overview of the quality of teaching and learning or the standards achieved. The inconsistent way which work is dated and presented within classes, both on paper and in books containing several subjects, and the inadequate way in which work is marked and recorded, indicate that expectations are not high enough. As the school moves into its next phase of curriculum monitoring, it will be difficult for the co-ordinator easily to obtain reliable evidence if current procedures are not improved. A scrutiny of all available work suggests that pupils of different ages and abilities are often expected to complete the same work in the same amount of time. This has led to the underachievement of the oldest and most able pupils, and of the youngest and least able, as they struggle with work they do not fully understand.
96. No lessons were observed at Key Stage 1. In the parts of very long lessons observed at Key Stage 2, teaching was satisfactory overall. However, the content and expectations were very similar, because the school had chosen to adopt the national guidance and to teach a unit of work to pupils across the key stage without significant adaptation to take into account the pupils' different stages of learning. The school's decision to plan lessons of two hours duration has not worked to advantage in this subject, because the way in which lessons are structured does not provide a sufficiently broad range of learning experiences to engage pupils' interest and sustain a brisk enough pace of work.
97. Improvements have been made to the curriculum through the adoption of national guidance and the acquisition of resources to bring the subject alive for pupils. Emphasis is placed on the development of geographical terms and pupils are encouraged to use appropriate vocabulary when discussing photographs of an Indian village. Good care is also taken to avoid stereotyping, so that pupils are also introduced to life in an Indian city and invited to make comparisons within the country as well as between countries. The use of the Internet to obtain relevant and up-to-date information on climate is a welcome development, although its full potential has not been explored. There are incidental opportunities for pupils to apply their literacy, numeracy but these have not been systematically addressed in the scheme of work in the same way as the use of ICT, which has been plotted across the scheme in an age related way.

HISTORY

98. Standards in history have not improved since the time of the last inspection. By the end of both key stages, pupils' attainment is below that which is normally seen in pupils of the same age. This is because the organisation of the history curriculum does not enable pupils to build on prior learning or to develop their skills progressively across the school.
99. By the age of seven, pupils know the difference between old and new and can describe simple changes over time, For example, in a lesson in Year 1, pupils were observed putting old and new toys into appropriate categories. They knew that some of the old toys were used by their parents or grand parents and they described that as "a long time ago". They were able to answer specific questions about then and now and used their literacy skills well to support history. They learn about changes in their own lives, but the amount of work in evidence is too small. Pupils do not systematically develop their skills through regular activities that promote understanding and gains in knowledge.
100. By the age of 11, pupils' skills are underdeveloped. Within the four-year cycle of planning, pupils study a different topic each year and do not have the chance to return to a topic to develop more in depth knowledge and understanding. This limits their progress in enquiry skills and in their understanding of history. Hence there is too little evidence of what pupils know, and few

examples of how they interpret history, and develop their understanding of changes over time. They do not spend sufficient time considering reasons for change or enquiring into how events from the past might affect life today. The amount of past work that is available is very small. This makes it difficult to judge what pupils have learned over time. It also makes it difficult for pupils themselves to see differences and similarities in the societies that they study, or for them to have a continuous collection of work so that they can develop understanding of different historical periods.

101. Leadership of the subject is relatively new and there has been no monitoring of teaching or standards. However, the school is aware of the weaknesses in the subject and plans are in place to improve planning so that a continuous programme of activities is implemented quickly.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. Standards in information and communication technology are broadly in line with those expected nationally at both key stages. Pupils have benefited from the new resources and from teachers' increased confidence in using ICT since the time of the last inspection. This has led to good improvement in the subject. However, there are some gaps in pupils' knowledge because the subject has been weak over previous years and it is not yet fully integrated into all subjects.
103. Pupils at Key Stage 1 attain standards in line with those expected for pupils of the same age. This is as a result of sound planning which links ICT to other subjects and the improvement in resources and in teachers' subject knowledge. Pupils use simple word processing packages confidently. They are beginning to use computers to assemble text and pictures and to research information. They make appropriate choices and almost all pupils know that they can adapt the text using different devices and by choosing options. Higher attaining pupils at Key Stage 1 demonstrate how to use different programs such as "Talking Stories" and they use the "Roamer" (a moving toy) effectively as they learn early programming skills. Almost all pupils can give the "Roamer" simple and accurate instructions by the time they are 11. They use information and communication technology to support their work in literacy, and in art, but there are too few examples of ICT being used in other subjects, particularly numeracy.
104. At Key Stage 2, pupils also attain standards in line with those expected, particularly in the topics they have studied. They continue to use word processing to develop their writing skills in literacy lessons and make appropriate choices in their use of ICT to improve presentation and to organise their work. They use computers well to explore dialogue during personal and social education, and to search for information relating to individual project work. Pupils in Years 3 and 4 send e-mails to pen friends in Norway, and many can do this independently. In Years 5 and 6, pupils explore different font styles as they seek ways to further improve the presentation of work, and try to create an appropriate impact. For example, they write poems on the computer linked to the work of the artist David Hockney. They use fonts and styles effectively to match his "hot and colourful" painting of the Grand Canyon. They send e-mails across the world and use ICT to extend their knowledge and understanding of life in other schools in different countries.
105. The quality of teaching and learning is satisfactory. The introduction of some good, new multi-media computer systems, and some interesting and appropriate software, has had a positive impact on standards. Pupils in each class enjoy their time at the computer, taking turns to practise and develop their knowledge and understanding and working hard to succeed. They are very willing to share resources and expertise, and help each other in their work. The curriculum planning highlights ICT objectives within subjects, and this generally works well. However not enough time has yet been allocated to the use of ICT in support of numeracy and science, or to developing higher research skills as part of history and geography. The school has documented these weaknesses and plans are in place to implement ICT within these areas next term.

MUSIC

106. Provision for music is good. Improvements have been made since the previous inspection, mainly in the establishment of a separate music, combined with design and technology room, which includes a high number of good quality instruments. Standards of the present pupils at Year 2 and Year 6 are in line with national expectations overall. There are good features in pupils' knowledge and understanding. There is good use of the co-ordinator's expertise to teach music in other classes, and good opportunities for pupils to receive individual lessons from visiting musical specialists.
107. By the end of both key stages, pupils have a good knowledge of a variety of musical instruments and of the effects they produce. Pupils play instruments creatively when they interpret stories and themes. Rhythm work is effectively developed throughout both key stages. Pupils have composed their own rhythm patterns using tuned and untuned percussion instruments and perform satisfactorily together in groups, maintaining an effective ostinato pattern. However, there are weaknesses in recording their own notation and in recognising musical symbols.
108. Standards in singing reflect satisfactory teaching. Singing during assemblies is of correct pitch and shows confidence. Diction is satisfactory and the memory of melodies is secure. Pupils sing with a good rhythm, but the duration of notes at the end of phrases is weak. Singing of some lines in songs lacks clear entry.
109. Teachers ensure that pupils have a satisfactory experience of all elements of the National Curriculum for music in performing and composing, listening and appraising, as well as singing. Planning for lessons is thorough. Pupils' efforts are praised well and pupils are taught with patience and good encouragement. Sensitive support ensures that all pupils make steady progress.
110. The impact of teaching on pupils' attitudes is good. Pupils respond in an alert manner when music is used. They show good self-control when handling instruments carefully and in returning them to storage. Pupils are self-disciplined, co-operative, and are respectful of adults and performances of other pupils.
111. The school makes good use of those teachers with musical expertise and good steps to record progress in music'. There is good use of members of the community and of external visitors to teach music and enrich the curriculum. For example, the organist from the local church visits the school to accompany for concerts. The Blackdown Music Festival has funded instruments and the cost of a drummer of African music to work with pupils for a day. There are regular visiting teachers for violin, brass, clarinets and guitars. A dance, music and recorder club, are planned to commence in January 2001. The school participates fully in music during religious and local festivals. Pupils are given appropriate opportunities to perform solo. Resources are of a very good quality and used well. Overall, a picture emerges of improving musical standards and strong links between the school and its community.

PHYSICAL EDUCATION

112. Standards in physical education at Years 2 and 6 are, overall, in line with the expected levels nationally. Pupils' achievements in swimming, games and dance show at least satisfactory standards, with good features. There has been improvement in resources from the previous report in the provision of newly purchased outdoor climbing apparatus and large and small equipment, and their new storage. All pupils experience a broad range of activities, which develop their skills effectively. By the time pupils reach the end of Key Stage 2, the majority are able to swim the requisite 25 metres.

113. Pupils have good awareness of space in dance. They show good control when balancing and holding their position, and effectively link movements into simple sequences. Poise in dance is good and arm, hand and facial movements reflect imaginative interpretations of the music and theme of a poem about Autumn.
114. Teaching observed during the inspection was good overall, resulting in good progress in learning and positive attitudes of pupils to the subject. Teachers ensure good warming-up activities at the beginning of lessons. Management is good, so that pupils are well behaved and co-operate sensibly in pairs and teams. Good opportunities are given for pupils to demonstrate their sequenced movements for others and teachers allow sufficient time for pupils to evaluate constructively their observations. Teachers make appropriate references to bodily reactions following exertion and draw pupils' attention to safety procedures. Teachers link the lessons well to other subjects, for example the theme of one lesson was about machines, which pupils are studying in science and design and technology. No teaching of gymnastics was seen during the inspection due to the timetable. However, girls and boys were observed playing netball together, and demonstrated a good standard of passing, catching and goal shooting.
115. Teachers' planning covers the National Curriculum 2000 for physical education. Although the hall is small, a full range of activities for gymnastics takes place on the very good apparatus. The site of the school, with an adjoining sports field, is ideal for team games. An additional resource is the outdoor swimming pool, used for learners in the summer term. Older pupils in Years 5 and 6 attend swimming lessons at the local leisure pool during the winter terms. There is a wide range of activities which take place during the school year: - dancing, athletics, gymnastics, rounders, netball and football. The netball and football teams have regular matches with local schools. Good use is made of the expertise of teachers, parents and visiting trainers. For example, special tennis coaching has taken place during lesson times. Each year, a swimming gala and a team-based sports day are held at school and are well supported. Parents help to run lunchtime sports clubs. The co-ordinator teaches other classes in addition to her own and has a secure knowledge of the standards throughout Key Stage 2. Overall, the good provision ensures equal opportunities for all pupils, and the emerging picture is one of improving standards of achievement.

RELIGIOUS EDUCATION

116. At the time of the last inspection, pupils were underachieving in religious education across the school. This is no longer the case, and pupils are now achieving standards in line with those expected for pupils of the same age. The locally agreed syllabus is in place, and plans have been made for teacher training next term. Whole school assemblies have a clear Christian focus and many opportunities are sought within them to help pupils develop a sense of responsibility to the community in which they live. During assemblies clear links are also made with religious education as pupils learn about celebrations in a range of other faiths.
117. At Key Stage 1 pupils learn about stories from the bible. They use drama to develop their understanding and knowledge about life in those times. They learn about Christian values and symbols. For example, during the inspection, they were observed taking part in a dramatic representation of a Baptism. This lesson followed a video, and pupils showed that they had remembered many details. They knew the names of artefacts, such as the font, candles and robes, and showed understanding of the role of godparents. One higher attaining pupil was able to explain clearly the significance of water being used "to wash away the past and start a new beginning".
118. At Key Stage 2 pupils learn about other religions. They are able to talk about differences and similarities between Christianity and Hinduism, for example. They describe how God is seen and portrayed in different religions and show understanding of the beliefs of other faiths. One higher attaining pupil in Year 4 was able to explain the significance of a circle as a symbol in Christianity.

Many could explain the significance of other symbols such as the Cross. All pupils show curiosity about the customs of other faiths and develop their understanding from stories and discussions.

119. The quality of teaching in religious education is satisfactory overall. Teachers' knowledge is good. This has a positive impact on learning and helps pupils to investigate answers to questions. Religious education is taught as a practical subject, with a high emphasis on speaking and listening, which helps develop those skills. Pupils explain their views clearly and learn to listen to others well. Pupils also develop their skills through drama. For example they produce plays about the Christmas story each year. They have dramatised the story of "Ram and Sita", and take part annually in the celebration of Diwali. They show enjoyment and enthusiasm for knowledge and behave well in lessons. However there is too little emphasis placed on written content, and there are many lost opportunities to promote literacy through religious education. This means that there is little evidence available of work completed, either in written form or photographic. Hence it is difficult for adults or pupils to see progress over time. This is a major weakness within the subject.
120. Leadership of the subject is satisfactory overall. Good use is made of the limited resources available, and good links are established with local facilities and resource lending services. A satisfactory range of curriculum opportunities has been developed, and further development is rightly planned for next term. Assessment procedures are unsatisfactory, and the lack of written work leads to unsatisfactory procedures to enable staff to measure progress. Information and communication technology is not used well enough to support the subject.