

INSPECTION REPORT

Clawton Primary School

Clawton, Holsworthy

LEA area: Devon

Unique reference number: 113143

Headteacher: Mrs M. Davis

Reporting inspector: Mr R. W. Burgess
OIN 20950

Dates of inspection: 16th – 18th October 2000

Inspection number: 224798

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Clawton
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Devon

Postcode: EX22 6QN

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Appropriate authority: Governing Body

Name of chair of governors: Mr A. Allin

Date of previous inspection: 22nd June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr R. Burgess [20950]	Registered inspector	Science	What sort of school is it?
		Information and communication technology	How high are standards?
		Physical education	How well are pupils taught?
		Under fives	How well is the school led and managed?
		Equal opportunities	
Mrs S. Dixon [19335]	Lay inspector		The pupils' attitudes, behaviour and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr H. Figgess [4874]	Team inspector	Mathematics	How good are the curriculum and other opportunities offered to pupils?
		Religious education	
		Geography	
		History	
		English as an additional language	
Mrs A. Brangan [29381]	Team inspector	English	
		Art and design	
		Design and technology	
		Music	
		Special educational needs	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 – 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since the last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 – 14
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 – 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 – 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS' AND CARERS'?	18 – 19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19 – 21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21 – 22
PART C: SCHOOL DATA AND INDICATORS	23 – 25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS	26 – 41

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clawton Primary School is situated in the north west of Devon and serves a number of small villages, where the housing is both privately owned and rented. The pupils come from a range of social backgrounds. Employment, in most parts of the school's catchment area, is closely linked to the rural economy. At the time of the inspection there were 71 pupils aged between four and 11 years which is smaller than other schools. There are a similar number of boys and girls. Pupils' attainment on entry is broadly average with a wide range of attainment which varies from year to year. At the time of the inspection there were eight children under five. There are no pupils with English as an additional language. Most children attend pre-school provision. The school admits pupils into the school in the September or April before their fifth birthday as set out in the local education authority policy for admissions. Eight per cent of pupils are in receipt of free school meals, which is below average. The school has recognised 14 pupils as having special educational needs, which is above the average for a school of this size and type, none of whom have a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

The education provided and the quality of learning are good overall. The majority of pupils make good progress and achieve satisfactory standards with a significant number attaining standards above national expectations by the end of Key Stage 2, particularly in English, mathematics, science and information and communication technology. The headteacher, staff and governors, share a strong commitment to continued improvement. There has been careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. The strengths of the school greatly outweigh its weaknesses. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- ◆ The quality of teaching is good or very good in a significant number of lessons.
- ◆ The good standards attained by pupils at the end of Key Stage 2.
- ◆ The very good contribution by the governing body.
- ◆ The good monitoring and assessment of the work of the school which is used effectively to raise standards.
- ◆ The very good attitudes, behaviour and personal development of pupils.
- ◆ The very good provision for activities out of lesson time.
- ◆ The very good links with parents.

WHAT COULD BE IMPROVED

- ◆ The quality of teaching in the Foundation Stage and Key Stage 1.
- ◆ Planning for provision of the Foundation Curriculum in the Reception Year.
- ◆ The development of reading and writing skills in the Foundation Stage and Key Stage 1.
- ◆ The allocation of responsibilities and the role of the co-ordinators.
- ◆ The development of policies and schemes of work for all curriculum areas

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made a very good improvement since the last inspection in June 1998. It has continued to build on the progress identified by Her Majesty's Inspector in July 1999. The school has very successfully developed and implemented plans to tackle all the weaknesses identified in the last report. The most significant improvements have been in the quality of curriculum planning, in raising teachers' expectations and in developing effective monitoring and evaluation to improve planning, teaching and learning. The school has established procedures for monitoring pupils' progress and uses the outcomes of assessment to inform and benefit practice across the school. An appropriate school development plan has been devised, in consultation with staff and governors. The school recognises that further progress can be made and is well placed to continue to build on its recent improvements with clear and positive leadership by the headteacher and governing body, which promotes high standards of provision and attainment.

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	1999
English	E	B	A	C
Mathematics	C	A	A	A
Science	B	A*	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In this small school the numbers of pupils undergoing national testing and assessment has a significant impact. When comparing performance both nationally and with similar schools numbers are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. When compared with results over the four years 1996 to 1999 these indicate that at the end of Key Stage 2 there has been an improvement greater than that seen nationally in English, mathematics and science. At the end of Key Stage 1 there has been a similar improvement in reading and mathematics but standards in writing have been variable.

The information shows that, for pupil's aged 11, standards in English and mathematics are well above the national average. In science standards are very high. In comparison with similar schools standards in English are similar to the average, in mathematics they are well above average and in science standards are very high. Results at the end of Key Stage 1 were similar to the national average in reading and mathematics and well below average in writing. In comparison with similar schools standards were below average in reading and mathematics and very low in writing. The school has set appropriate future targets for pupils and good progress is being made towards meeting these targets. There is clear evidence of improvement since the last inspection, particularly in information and communication technology.

From evidence gathered during the inspection, levels of attainment upon admission to the school are broadly average but with considerable variation from year to year. Children make satisfactory progress in the Foundation Stage and a significant number of children attain

satisfactory standards in all the areas of learning. Standards for the majority of pupils are satisfactory at the end of Key Stage 1 in English, mathematics and science. They are good and above national expectations, in these subjects, at the end of Key Stage 2. Standards in information and communication technology are satisfactory at the end of both key stages. They are good for a significant number of pupils at the end of Key Stage 2. In religious education, pupils' knowledge and understanding is appropriate for their ages at both key stages. Attainment in design and technology and history is good and above national expectations at the end of Key Stage 1. Attainment in design and technology, geography and history is good and above national expectations at the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have positive attitudes and are eager to learn, particularly older pupils in Key Stage 2.
Behaviour, in and out of classrooms	Behaviour is very good both in classrooms and around the school. All adults manage behaviour very effectively.
Personal development and relationships	Very good personal development and relationships. Pupils are friendly and polite.
Attendance	Most pupils are keen to come to school. The attendance of pupils is satisfactory.

Pupils listen attentively and most respond well in lessons. Relationships are very good and pupils have a high regard for others' feelings, values and beliefs. In their personal development, pupils willingly take responsibility for tasks and show initiative, such as when undertaking independent research, leading assemblies and supporting different charities.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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 strengths outweigh weaknesses.

The quality of teaching is good overall. During the inspection, 10 per cent of lessons seen were very good, 39 per cent were good and 51 per cent satisfactory. No unsatisfactory teaching was seen. A significant number of lessons for Year 2 and 3 pupils were good. Teaching of the oldest pupils was often very good, with many activities providing stimulating learning experiences. The good and very good lessons reflected teachers' good subject knowledge, high expectations, good use of time and resources and the effective deployment of support staff. The skills of literacy and numeracy are taught satisfactorily in the Foundation Stage and taught well in Key Stage 1 and Key Stage 2. An area of weakness in literacy is the development of reading skills for tackling unfamiliar words. The teaching of pupils with special educational needs is satisfactory in the Foundation Stage and Key Stage 1 and good at Key Stage 2. Progress in pupils' learning is satisfactory at Key Stage 1 and good at Key Stage 2, particularly for the older pupils. Progress for pupils with special educational needs is satisfactory in the Foundation Stage and good at Key Stage 1 and Key Stage 2. For gifted and talented pupils progress is satisfactory in the Foundation Stage and Key Stage 1 and good in Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Provision for children in the Reception Year and at Key Stage 1 is satisfactory. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good overall. Pupils receive very good support from the additional literacy strategy. Records of progress are clear and are used well for individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils are given very good opportunities to develop and express their feelings, particularly in the development of moral and social values. The school makes good provision for spiritual and cultural development particularly through visiting specialists and special events.
How well the school cares for its pupils	Good procedures for assessment. The consistent use of this information to inform planning of future learning has yet to be achieved. The school takes good care of its pupils. Teachers know their individual circumstances. They make sure that they are safe and happy and keep a close check on the progress they are making.

The care and commitment of staff for the personal development of each individual child is fundamental to the aims and objectives of the school. Good time is set aside for circle time, to support pupils' personal development and to foster good relationships. There is a sensitive awareness of all pupils' needs and teachers and other staff value all pupils equally. The school's links with parents are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear educational vision for the school, has suitably identified appropriate priorities for development and is supported well by staff and governors.
How well the governors fulfil their responsibilities	The governors show a very good commitment to supporting the school and new developments. Statutory requirements are fully met.
The school's evaluation of its performance	The school monitors and evaluates its performance carefully and uses this information to inform the school's plans for development and to set targets for raising standards. It has taken positive action to improve which is reflected in the improvement in standards of attainment since the last inspection.
The strategic use of resources	Resources are good in range and quality and used well. The accommodation is adequate but facilities for staff and for the teaching of physical education are unsatisfactory.

The headteacher, staff and governors have a good knowledge of which areas the school needs to

develop. The governors undertake their responsibilities very seriously and share a commitment to supporting the school. The school has a good number of teaching staff and there is good provision of support staff to effectively support learning. Financial resources are managed prudently and the school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases most parents and carers	What parents would like to see improved
<ul style="list-style-type: none"> ◆ High expectations of pupils. ◆ The school is well led and managed. ◆ Their children like school. ◆ The teaching is good. ◆ Behaviour is good. 	<ul style="list-style-type: none"> ◆ Approachability of staff.

Inspectors agree with parents' positive views. Staff are approachable. They do have significant demands in this small school, which affects their availability without a prior appointment to discuss concerns in detail.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The previous inspection in June 1998 reported that standards of achievement overall were broadly in line with national expectations in Reception and Key Stage 1. It stated that standards of achievement were average in English, mathematics and science, design and technology, history and music. At Key Stage 2 attainment was in line with national expectations in all subjects except geography and religious education which were below average. Present inspection judgement is that standards have improved.
2. Attainment on entry to the school is broadly in line with national expectations but with a wide range and considerable variation from year to year. Pupils make satisfactory progress in their learning in the Reception Year and the majority of children are on course to meet expected levels by the end of the Reception Year. In personal and social development and physical development children's progress is good. Children generally share equipment and play and work happily together.
3. The number of pupils in each class differs considerably and year groups vary between eight and 14. This has a significant impact on the attainment each year and makes trends from year to year an unreliable measure.
4. The 1999 national tests show that at the end of Key Stage 1 in reading the percentage of pupils attaining the national average at level 2 and above was close to the national average and in writing it was well below the national average. In mathematics and teacher assessments in science it was very high in comparison with the national averages. The proportion of pupils attaining level 3 was well above the national average in reading, below in writing and well below in mathematics and science. Compared with similar schools attainment was below average in reading and mathematics and well below average in writing.
5. The 1999 national tests show that at the end of Key Stage 2 the percentage of pupils attaining the national average at level 4 and above was well above the national average in English and mathematics and was very high in science. The proportion of pupils attaining the higher level 5 was above the national average in English, well above in mathematics and very high in science. Compared with similar schools attainment was above average in English and mathematics and very high in science. The analysis of the value added between the Key Stage 1 national tests of these pupils and the 1999 test results shows a significant increase in the pupils' levels of attainment in all subjects.
6. Standards for the majority of pupils are satisfactory at the end of Key Stage 1 in English, mathematics and science. They are good and above national expectations, in these subjects, at the end of Key Stage 2. In religious education, pupils' knowledge and understanding is appropriate for their ages at both key stages. Standards achieved in all other subjects of the National Curriculum are at least satisfactory and in line with those expected nationally, for the majority of pupils at both key stages and talented pupils. Progress in pupils' learning is good overall, particularly for the older Key Stage 2 pupils. Progress for pupils with special educational needs is satisfactory in the Foundation Stage and good at Key Stage 1 and Key Stage 2. For gifted and talented pupils progress is satisfactory in the Foundation Stage and Key Stage 1 and good in Key Stage 2. Targets set by the school are appropriate for the capability of the different year groups.

7. Attainment by the end of Key Stage 1 in speaking and listening are good, in reading satisfactory and in writing unsatisfactory. Most pupils listen attentively with good concentration. They respond sensibly to adults and pose their own questions in discussion. Most pupils show confidence in role-play contexts. Nearly all pupils read books with understanding. A significant number of pupils experience difficulty when they encounter unfamiliar words. In writing pupils lack confidence in spelling and punctuation and their handwriting is underdeveloped. Progress in learning is satisfactory for the majority of pupils including talented pupils and those with special educational needs.

8. By the end of Key Stage 2 attainment in English is above the national average for the majority of pupils. All pupils speak confidently in public performances using dramatic effects well. Many pupils listen confidently across a wide range of contexts. They read confidently and discuss their favourite fiction enthusiastically. Most pupils use non-fiction books effectively for information. High attainers use effective reading skills to scan passages and extract information. All pupils know how to access the library. Pupils write confidently across a range of styles and know the technical terms for parts of speech. High attaining pupils convey meaning well in different forms. Standards of spelling are in line with expectations. Standards of handwriting and presentation are similar to those expected for their age. Progress in learning for the majority of pupils is good, including talented pupils and those with special educational needs, particularly for pupils in Years 4, 5 and 6.

9. In mathematics attainment is satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. The rate of learning is good at the end of Key Stage 1 and at the end of Key Stage 2, including pupils with special educational needs. The pace of learning for more able pupils is satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. In Key Stage 1 the youngest pupils are beginning to use mathematical language such as odd, even and between. More able pupils are able to use mental recall of addition and subtraction facts to count on without support. Pupils are able to name three-dimensional mathematical shapes such as hexagonal prism, cylinder and sphere. In Key Stage 2 most pupils have good skills of calculating problems mentally. Year 6 pupils are beginning to understand the concept of square numbers and use investigative skills confidently to hypothesise about possible outcomes from their practice. More able pupils are beginning to appreciate the link between square and prime numbers.

10. In science attainment is at least in line with national expectations for the majority of pupils at the end of Key Stage 1. It is good at the end of Key Stage 2, with a significant number of pupils attaining above national expectations. All pupils have a thorough understanding of the knowledge elements of science. They apply their knowledge confidently and explain their thinking clearly. All pupils use simple equipment to carry out investigations. They all have the expected level of knowledge across the different aspects of the science curriculum. Most pupils have a good understanding of scientific terms, like predicting. High attaining pupils have a very good knowledge across the science curriculum and use sophisticated scientific language correctly. The standards of their written work do not always match their oral work.

11. Pupils' attainment in information and communication technology at the end of both Key Stages 1 and 2 is securely in line with national expectations and is above national expectations for a significant number of pupils at the end Key Stage 2. This is a considerable improvement since the last inspection. By the end of Key Stage 1 pupils handle the hardware with confidence and assemble text correctly. Progress in learning is satisfactory across Key Stage 1 and good across Key Stage 2. In religious education attainment is similar to the levels expected in the locally agreed syllabus by the end of both key stages. All pupils have a good understanding of Christianity and the other required world religions. They compare this understanding well with other world religions.

12. Attainment in design and technology and history is good and above national expectations at the end of Key Stage 1. It is satisfactory and in line with national expectations in all other foundation subjects. At the end of Key Stage 2 attainment in design and technology, geography and history is good and above national expectations. It is satisfactory and in line with national expectations in all other foundation subjects.

13. Progress in learning of pupils with special educational needs is satisfactory at the Foundation Stage and good at Key Stage 1 and 2. The individual education plans identify their needs effectively. Progress in learning of talented pupils is satisfactory in the Foundation Stage and at Key Stage 1. It is good for these pupils at Key Stage 2, particularly for the older pupils.

14. Attainment in English, mathematics, science, information and communication technology, religious education, art and geography has improved since the last inspection.

Pupils' attitudes, values and personal development

15. Pupils have very good attitudes to their work. This is particularly so in Key Stage 2. Pupils enjoy coming to school and they consider it to be an exciting place. Lessons and activities are approached with great enthusiasm. Pupils respond well to challenging and stimulating questions and their answers are given with confidence. For example, in a Key Stage 2 English lesson where pupils displayed excellent discussion skills and were able to explain clearly their feelings about the characters from a poem by Charles Causley. For the most part pupils listen very well to their teachers and each other and instructions are followed quickly and quietly. Pupils throughout the school work hard and maintain concentration throughout the school day. There are some occasions in Key Stage 1 where pupils have less good attitudes; they become restless and inattentive. This occurs where teachers' instructions are unclear and pupils become confused about what they should be doing. Most pupils have good independent learning skills and are provided with good opportunities to take responsibility for their own learning. They work together very well in groups as seen in a Year 2 and 3 design and technology lesson where pupils built and tested wheeled vehicles. The high value placed upon pupils and their achievements is evident through attractive displays of work in the classrooms and in the sharing of each other's work.

16. The behaviour of all pupils is very good. This has a beneficial effect upon their learning and upon the school community as a whole. Pupils behave consistently very well in lessons and assemblies. Behaviour at lunchtimes is excellent. There is a strong family atmosphere and pupils are often led in popular circle games by midday supervisors. Pupils understand and follow the school and class rules well reflecting their involvement in forming them. Praise and reward for good work and behaviour are received with pride. Pupils treat the resources and equipment they use in a sensible and caring way. There have been no exclusions in the past year but appropriate procedures are in place should they be needed.

17. The relationships amongst all members of the school community are very good. Adults in school present good role models and pupils are treated with care and respect. In turn pupils are polite and helpful towards each other and to adults. Pupil's personal development is also very good. Pupils are encouraged to act responsibly and are all provided with many opportunities to carry out class duties or to serve the whole school community, for example, by leading assemblies and with library duties. Pupils are given opportunities in lessons and assemblies to express their opinions and feelings and they grow in confidence as they progress through the school. Pupils learn to respect others' values and beliefs and show consideration for other lifestyles.

18. Attendance rates are in line with the national average and are satisfactory. There has been

a recent improvement in attendance. Pupils are eager to come to school and they usually arrive on time. Parents provide the school with good information about absences that are largely due to childhood illness. A small number of families take holidays in term time. Registration time is brief and efficient and leads promptly into the first lesson.

HOW WELL ARE PUPILS TAUGHT?

19. The teaching was very good in 10 per cent of the lessons seen, good in 39 per cent and satisfactory in 51 per cent. No unsatisfactory teaching was seen. Teaching for children in the Foundation Stage was satisfactory. It was satisfactory overall at Key Stage 1 and good at Key Stage 2. Teachers work hard and show enthusiasm for their work. In the best lessons high expectations, challenging tasks and good classroom management were significant features. Teachers ask probing questions to elicit pupils' understanding and extend their learning. Lessons move at a brisk pace and pupils are expected to work hard and complete tasks. In the literacy and numeracy hours, teachers employ effective direct teaching to inform pupils and give them clear explanations. Relationships between teachers and pupils are very good in all classes and this provides an encouraging and stable environment where pupils are prepared to accept challenge and learn from their mistakes.

20. The teachers' knowledge and understanding of the needs of young children in the Foundation Stage are satisfactory. Planning for this age group does not yet reflect the changes which became effective from September 2000. The quality of teaching is satisfactory. The curriculum takes insufficient account of the six areas of learning and the early learning goals. The staff are awaiting training to update their knowledge and expertise in the Foundation Stage. Teaching and learning are enhanced by the good deployment of non-teaching support. Children are encouraged to be independent and to respond appropriately to instructions and this has a positive effect on their personal and social development.

21. In lessons where teaching is good or better, teachers encourage a calm, purposeful atmosphere in the classroom and this promotes good learning habits for the pupils. The teachers' secure subject knowledge is linked to high quality questioning. Higher attaining pupils are challenged by suitably demanding tasks in most lessons. Teachers' high expectations of good behaviour are reflected in the pupils' positive attitudes to getting on with independent tasks quietly and responsibly. Pupils are managed very well. Teachers ask open-ended questions and pupils are expected to be reflective, to consider alternatives and remember facts so that they build consistently upon previous learning. This is a significant feature which promotes good progress, particularly for older pupils at Key Stage 2. Good preparation of resources, good demonstration and the teachers' enthusiasm are features of good teaching in information and communication technology and design and technology. There are high and realistic expectations of talented pupils and those with special educational needs. Individual education plans are followed well so that pupils build step by step on what they already know.

22. Teachers' weekly planning is good and these detailed plans are used to form individual lesson plans. The needs of all pupils are included in the plans so that there is equal access to the curriculum. Skills are developed systematically, for example, in design and technology, when teachers encourage pupils to design and make a moving model. The best lesson plans set out clearly what pupils are to learn and know. There is careful planning for different groups, resources are identified and assessment opportunities are noted. In the few lessons where these were not evident, lessons lacked the pace and stimulation of a range of balanced activities for pupils to make the best possible progress. Group work is well organised in English, especially when pupils are grouped for focused work in writing. Teachers keep regular records of pupils' achievements in

the core curriculum subjects. When teachers use these to indicate specific tasks for pupils in lesson plans, for example in English, they provide strong support for the pupils' good progress.

23. Throughout the school, teachers use specific subject vocabulary to enhance learning in all areas of the curriculum. Appropriate links between subjects help to make learning more relevant for the pupils, for example, knowledge of materials in science is linked to using materials in design and technology. Teachers are confident and they give pupils clear instructions on what to do and how to do it. These are significant features which promote good progress. Literacy and numeracy are developed well throughout the school day. Teachers consider the needs of all pupils, including talented pupils and those with special educational needs.

24. Teachers assess core curriculum subjects comprehensively. Throughout the school, systems of assessment are good but the use of information gained to help teachers to plan appropriate lessons is inconsistent. Within lessons, teachers encourage pupils to employ skills they have learned earlier. In science, they check pupils' understanding regularly during the lessons. Teachers mark work effectively to help pupils to improve their efforts. In English, pupils are encouraged to plan and draft their work and then edit it with the teacher's help, making good use of their skills in information and communication technology. These are strengths in the teaching, as they help pupils to learn from their mistakes and evaluate their own performance. Teachers successfully promote learning for pupils with special educational needs. They work with the school's special educational needs co-ordinator to create individual educational plans for pupils. These provide appropriately matched and sufficiently challenging work and help these pupils to make good progress. Classroom assistants give good individual support in lessons.

25. Resources are used well. Support staff are well deployed and they are involved in planning so that objectives are met. Support for pupils with special educational needs is good. Time is used well in most lessons. There is an effective home-school reading partnership which teachers and parents use well to extend pupils' reading opportunities and to involve parents in their children's learning. An appropriate amount of homework is provided regularly for pupils in Key Stage 1 and Key Stage 2. Pupils are expected to complete tasks at home and to do research to support learning in class. Teachers value the positive effect this has on pupils' learning. Parents are supportive of the provision of homework.

26. There has been a marked improvement in the quality and consistency of teaching since the previous inspection. Short term planning and assessment procedures are now effective. In the last report, there was some unsatisfactory teaching. No unsatisfactory teaching was seen during this inspection. The headteacher monitors lessons and reports regularly to the governing body on developments in teaching. This has been a particular feature during the introduction of the literacy and numeracy hours and was an integral and successful part of the school's action plan following the previous inspection. Teachers reflect on results of national tests and their own assessments of pupils to improve their classroom performance. The school has a good capacity to further improve standards in teaching, particularly at the Foundation Stage and Key Stage 1 because of the high level of monitoring and the very good levels of support from the headteacher and governing body.

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

27. The quality and range of learning opportunities provided are satisfactory in the Foundation Stage and Key Stage 1. Learning opportunities are good in Key Stage 2. The appropriate statutory curriculum is in place. The last inspection identified several key issues relating directly to curriculum provision. The school has now implemented schemes of work for all subjects of the National Curriculum and religious education. There is no policy developing the early learning goals

for the Foundation Stage to effectively guide the teaching and learning. Planning of the curriculum at the Foundation Stage does not have sufficient detail to be effective and for the work to be targeted in shorter, more focused sessions. The co-ordinator for the Foundation Stage has recently been on maternity leave and has yet to attend training linked to the introduction of the new curriculum in September 2000.

28. The requirements of the National Curriculum and religious education have been fully implemented with the exception of elements of physical education. Curriculum policies have now been developed for many subjects of the National Curriculum in a sensible prioritised order identified within the action plan following the last inspection. This process will need further time for it to be implemented for the remaining subjects. The new policies are of a good standard but do not emphasise the need to challenge more able pupils, or how this should be done. In most cases policies do not indicate how the role of the co-ordinator will monitor and evaluate subject provision. Arrangements for planning the implementation of the curriculum are good. Procedures have been thoroughly and systematically revised since the last inspection and are regularly and comprehensively reviewed and evaluated. The homework policy is vague and does not reflect the good practice taking place in Key Stage 1 and Key Stage 2, where pupils are given spellings to learn, tables to practise and a more substantial piece of work each week.

29. The curriculum is broad and balanced and includes all subjects of the National Curriculum and religious education. Provision is satisfactory in the Foundation Stage and at Key Stage 1 and good at Key Stage 2. Time allocations for each curriculum area have been amended to accommodate the requirements of the National Literacy and Numeracy Strategies. The implementation of both strategies has been good. Amendments are currently being introduced for the foundation subjects to take account of adjustments made to the National Curriculum from September 2000. The school accommodation inhibits the provision of the full requirements of physical education. Gymnastics is not provided on grounds of health and safety. Provision for dance, athletics and games is reduced. If the weather is poor, physical education is cancelled. The school is well aware of the problem and is endeavouring to find ways of creating the necessary accommodation. All pupils have equal access to the schools' curriculum provision.

30. Provision for pupils with special educational needs is satisfactory in the Foundation Stage and good in both Key Stage 1 and Key Stage 2. There are some very good elements within the provision. These are illustrated by the progress made by pupils identified as having special educational needs as they move through the school. The school complies with the requirements of the Code of Practice but does not emphasise within the policy, the good provision observed within Key Stage 2 for pupils who are gifted and talented.

31. The provision for extra-curricular activities is very good. Activities are provided at lunchtime for pupils, these include soccer, netball, tag rugby, information and communication technology, art, recorders and ocarina. Further activities are provided after school, some of which incur a charge. These include art, guitars, orchestra, African drumming, canoeing for Year 6, French and contemporary dance. This wide range has been developed through the commitment of staff, involvement of parents, other members of the community and through the strong links developed with four other local small schools.

32. Very good provision is made for sex education, drugs awareness and personal development. This provision is enhanced through the creation of opportunities for pupils to take responsibility within classrooms and around the school. Older pupils quietly undertake tasks to support the smooth running of the school. Boys and girls and younger and older pupils work and play well together.

33. The school has very good links with partner institutions. The link with four other local small schools is well established. This link has resulted in shared provision of some out of school

activities for pupils and is also providing very good opportunities for curriculum development between the five staff groups. Most pupils move on to Holsworthy Community College at the end of Year 6. Effective liaison arrangements are currently in place to support a smooth transfer of pupils. The development of other links between the schools is increasing. These focus effectively on raising standards of pupil attainment through Holsworthy Academic Council.

34. The school has made significant improvements with all aspects of the provision for pupils' spiritual, moral, social and cultural development. The ethos of the school is based on the aims as expressed in the school prospectus. The spiritual development of pupils is good. It is catered for through lessons such as religious education and assemblies, where pupils are encouraged to develop a sense of awe and wonder. Spiritual development is further enhanced through opportunities for prayer and reflection that are created within the classroom. Pupils write, read and display prayers and other pieces of writing with a spiritual content. Assemblies are important events in the school day and follow a series of themes. They make a good contribution to pupils' spiritual, moral, social and cultural development. The headteacher, other staff and the local vicar lead them effectively. An appropriate atmosphere and context is created to support the spiritual development of pupils, within which the conventions of worship are learnt through prayer and by joining in with appropriate songs and hymns. Pupils are given the opportunity to pray to God or reflect in a manner that is appropriate to them. This is managed with great sensitivity. Pupils are provided with opportunities to lead assemblies themselves, which they relish and thrive upon.

35. Opportunities for the development of pupils' moral development are now very good. The school teaches the principles that distinguish right from wrong. The school expresses a determination to encourage pupils to develop a reasoned set of attitudes, values and beliefs. Staff illustrate positive co-operation between themselves and with pupils. Pupils care for each other and show a great respect towards one another in all aspects of school life. Opportunities provided within the varied contexts of assembly provide opportunities for pupils to reflect and raise concerns. The curriculum for personal, health and social education further supports the moral and social development of pupils. For example, opportunities are created for older pupils to visit Bideford Fire Station to develop life skills. On their return to school they illustrate and present these life skills in assembly, which they do with flair and confidence.

36. The provision for pupils' social development is very good. The school encourages pupils to take responsibility for routine tasks in classrooms and around the school. Many pupils use initiative and take responsibility when they see a need. Pupils are courteous, polite and welcoming. Adults set a good example and provide effective role models for pupils. The organisation of many lessons within which pupils work in pairs, groups or teams makes a good contribution to pupils' social development. A wide range of one day and residential educational visits, the involvement of members of the community, such as the local fire service, the police and the involvement of parents within the daily life of the school support the enhancement of pupils' social development. Pupils welcome and appreciate the breadth and range of visits and visitors that take place.

37. The opportunities for the development of pupils' cultural awareness have been improved significantly since the last inspection and it is now good. Pupils are given the opportunity to develop an appreciation of the local culture through for example, visits by a local poet, members of the community, such as a parent and a representative from Devon Learning, who made a contribution to the Vikings topic in Key Stage 2. School concerts at Tetcott Hall and visits to the theatre and musical concerts in Barnstaple contribute to pupils' cultural awareness. Equally, the prominence now given to religious festivals such as the Jewish Sookkat, the Christian harvest festival and Hindu festivals further enhance pupils' wider cultural appreciation. Pupils are enthusiastic to learn about such things. Older pupils are very aware of globalisation through the media and for the need to have a clear understanding of this.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school has good arrangements for the care and protection of its pupils. Pupils are all well known and well supported by the very good relationships that exist throughout the school. Health and safety procedures are good and these benefit from the close involvement of the governing body. Pupils are encouraged to be aware of their own safety and to act responsibly. This is very well supported by the very good provision for personal, social and health education. Whilst the school has no policy for child protection the arrangements are good. All the adults in school have an appropriate level of knowledge and awareness. Relevant procedures are well known and the school works closely with other agencies when the need arises.

39. The procedures for assessing pupil's attainment and monitoring their progress are good. Individual assessment booklets include information gained from a variety of tests and assessments. This information allows pupils' progress to be carefully tracked and individual or group targets to be set. Records also include pupils' developing attitudes and skills as well as personal achievements made both in and out of school. Pupils are encouraged to evaluate their work and to take responsibility for their own learning. This is particularly evident in Key Stage 2 where all pupils conscientiously return completed homework without the need for reminders. The use of assessment information to inform the planning of the curriculum is satisfactory. It is used well in Key Stage 2 but is not sufficiently well used in the Foundation Stage or Key Stage 1 to clearly inform planning and to set appropriate expectations for pupil's learning.

40. The procedures for monitoring and promoting good behaviour are good. There is a clear system of rewards and sanctions. Class rules are displayed in all classrooms although this is done more effectively in some. Pupils are involved in rule making and the very good personal development of pupils plays an important role in supporting the school's behaviour policy.

41. The procedures for monitoring and improving attendance are satisfactory. Attendance is closely monitored and the administrative arrangements are generally efficient. The school meets the statutory requirements with regard to the publishing of attendance figures and in the registration of pupils each day. The school registers do not always identify absences correctly and in the Foundation Stage and Key Stage 1 occasionally do not accurately record attendance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND CARERS?

42. The parent's views of the school are very good. Parents are appreciative of the education provided for their children. They are especially pleased with the happiness of their children at school and the good behaviour that exists. They feel that the teaching is good, that their children are expected to work hard and that the leadership and management is good. Some parents feel that the staff are not as approachable as they would wish. The inspection findings support the positive views of parents but find that the staff are approachable and that relationships between the school and the parents are very good. There are occasions in this small school when the staff are unable to enter readily into discussion with parents without a prior appointment.

43. The effectiveness of the school's links with parents is very good. Parents are welcomed into school and are closely involved in the life of the school and their children's education. Parents are invited to seasonal assemblies and have many opportunities to gain insight into the work that their children do. Parents are invited to attend numeracy lessons in the school day and to attend curriculum workshops in the evenings. This has included English and information and

communication technology. These events allow whole families to learn together and to participate in mock lessons. This strengthens the family atmosphere that is a feature of the school.

44. The impact of parent's involvement on the work of the school is very good. A good number of parents are able to offer to help in the classrooms and on school trips. Specialist skills and interests are used well to support the curriculum. The Parents' Association provides strong support for the school. They hold a variety of fund-raising and social events for both pupils and parents. These are very well supported and funds raised provide the school with welcome additional resources, for example, to support the reading recovery scheme.

45. The quality of the information provided for parents is good. The school brochure, governors' report and newsletters are well written and keep parents well informed about the life of the school. At present the school brochure does not refer to the core subjects correctly. Information about pupils' work and progress is conveyed in good quality written reports and with regular consultation events. Written reports offer very good information about the work that pupils have done. Successes and areas of difficulty are clearly identified and guidance for improvement is given.

46. The contribution that parents make to their children's learning at home and at school is good. Homework is generally well supported. The provision of homework in Key Stage 1 and Key Stage 2 is well structured and supports the curriculum well. The homework policy lacks clarity and the purpose and expectations of homework are not provided consistently for all parents. The home-school agreement has been well supported indicating parent's commitment to supporting their children's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership of the headteacher is good. She has a clear sense of educational direction and has identified a range of appropriate strategies to successfully manage change, following the last inspection. She has carried out her role well by ensuring staff understand the implications of the changes. She has ensured a clear development in the core subjects and made a significant impact on raising standards in these subjects.

48. The quality of the work of the governing body is very good. They set a clear educational direction for the school. There is an effective balance of expertise across the governing body. The governors are very clear about the aims of the school. They work closely with the headteacher and have been instrumental in achieving changes to the schools' provision. For example, in the detailed, monitoring of progress in addressing the key issues from the last inspection. Governors know their school well and greatly value the advantages of their small community. The special educational needs governor is increasing her understanding of her role and is involved closely with the practicalities of the work of the school. Statutory requirements are met.

49. The headteacher and governors have introduced an effective system for monitoring teaching. The headteacher has produced well written outlines of this monitoring identifying clearly the strengths and weaknesses observed. Teachers appreciate this clarity. The school has begun to track the value added to pupils' attainment using data from the national tests. This analysis is well presented in graphs and has been used to feed back into curriculum provision and to set individual targets, particularly at Key Stage 2.

50. Staff and governors are all closely involved in the production of the school development plan. There is a detailed outline of the timing of developments to be carried out. The plan covers both long and short term developments. The format allows an understanding of the main priorities to

emerge. All governors have a copy of the plan.

51. The school has produced a comprehensive set of aims for the school that are well understood by the school community. Parents are very supportive of these aims. The aims cover both personal and academic development and clearly set the work of the school within the community of the village it serves. There is a good range of policies that are clearly presented. The school has a positive ethos. Changes have been handled sensitively. The staff work hard to improve the quality of the provision for the pupils. The combination of the good management of the changes and the hard work of all the staff combine to produce the positive ethos.

52. Staffing of the school is good. Teachers are suitably qualified and experienced to teach all the subjects of the National Curriculum and religious education. The teacher for the Foundation Stage has recently been on maternity leave and has yet to attend training linked to the introduction of the new curriculum in September 2000. The allocation of responsibilities leaves an unduly heavy burden upon the headteacher in this small school. Job descriptions reflect the current roles and responsibilities across subjects of the curriculum. The governing body have recognised the significant burden which falls upon the headteacher and have recently increased her non-teaching time. The role of the co-ordinators in monitoring pupils' work and planning, for example, in information and communication technology and design and technology, has improved since the last inspection. There are sufficient, well trained education support staff who work alongside teachers effectively.

53. Arrangements for the professional development of staff are good. All teachers have undertaken recent training to extend their expertise. Support staff attend training where appropriate. Teachers work well with the support staff in updating their expertise, for example, expertise in information and communication technology is developed effectively for the support staff due to careful explanations on using different programs. Induction and mentoring arrangements are satisfactory. Appraisal systems are in place. Staff receive regular individual meetings with the headteacher to discuss their development needs.

54. The quality of the accommodation is satisfactory. It is kept very clean. Standards of display are good. This extends learning opportunities for pupils well. Classrooms are of an adequate size and there is a good amount of storage space in different areas of the school. The window frames of the outside classroom are in a poor state of repair and are to be replaced shortly with double glazed units. The school has suffered from flooding due to run off from the upper playground during times of heavy rainfall. This problem has yet to be rectified despite requests by the headteacher and governors. There is no hall, the outside classroom is used for assemblies but this disrupts teaching time for pupils in that class. Physical education is taught as weather permits but the lack of suitable facilities prevents the effective teaching of gymnastics. Outdoor provision is good and the playground is of a reasonable size. There is good provision of playing fields adjacent to the school. The area is of a good size with good quality adventure play equipment provided with funds raised by the Parents' Association.

55. The quality and quantity of resources is good across the curriculum. The new resources for literacy and numeracy are attractive. Many of the reading scheme books and library books have been replaced since the last inspection. Resources for information and communication technology are good and support learning well. Equipment for the Reception children is satisfactory. Resources are well organised in a variety of different areas. They are all well labelled and easily accessible to both staff and pupils.

56. The school's financial planning processes are good. Financial and other resources are very carefully allocated in line with the targets identified in the school's development plan. The cost of

developments is recorded in the school development plan. The headteacher works closely with the governing body to plan ahead and to project financial forecasts beyond the current year. The budget is regularly monitored and much care is taken to ensure that the school's expenditure is giving good value for money. The finance committee meets regularly and the chairman of that committee is very aware of the cost implications of the whole school budget.

57. All additional funds are used well to enhance the provision for pupils. Funds for special educational needs are used appropriately. There has also been additional funding for support in the literacy and numeracy hours which has been well managed. Additional funds are raised by the Parents' Association which are spent well on equipment, computers and building improvements. Grants are used appropriately. The school's accounts were audited in September 2000 and the day-to-day control of finances was reported to be good. A few minor recommendations were made which the school is currently responding to. Private school funds are properly audited each year and approved by the governors. Financial control and school administration is good. The school administrative assistant manages the school office and related matters efficiently and effectively. She offers good support to the school, staff and visitors.

58. The deployment of teaching staff is satisfactory. Teachers are allocated to classes within their qualifications. Teachers take clubs out of lesson time. The headteacher supports the staff in a practical way and is responsible for several new initiatives. The support staff are effectively deployed and supervised. The use of resources to complement learning is good. Resources are used very well by staff and have a positive impact on raising standards. Computers are effectively used in all classes. The use of accommodation is good overall.

59. Pupils enter the school with attainment broadly in line with national averages. Attainment by the end of Key Stage 2 in English, mathematics and science is well above the national average for the majority of pupils. In information and communication technology attainment is above national expectations for a significant number of pupils. Attitudes, behaviour and personal development are all very good. Teaching is good overall. The cost per pupil is above the national average. Taking all this into account the school gives good value for money. This is an improvement on the judgement given in the previous inspection report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled.

In order to improve standards and the quality of education, the governing body, headteacher and staff should:

- ◆ improve the quality of teaching where it is less than good, particularly in the Foundation Stage and Key Stage 1 by:
 - *continuing to implement established procedures to support, monitor and evaluate teaching and learning;*
 - *improving the quality of short term planning, to provide appropriate tasks and challenge with differentiation for the range of pupils' prior attainment within each class, particularly higher attaining pupils;*
 - *continuing to improve the management of behaviour;*

(paragraphs 15, 19, 20, 68 and 77)

- ◆ develop a policy and appropriate planning for provision for children in the Foundation Stage which:
 - *is clearly linked to the nationally recommended Early Learning Goals and areas of learning;*

(paragraphs 20, 27, 52, 61 and 68)

- ◆ continue to raise standards in reading and writing by:
 - *closer monitoring to ensure teaching material is well matched to pupils' prior attainment;*
 - *identifying more clearly what pupils are expected to learn in each year group;*
 - *provide appropriate training for teachers, including further training on the National Literacy Strategy, in order to raise their expectations of pupils;*

(paragraphs 7, 73, 74 and 77)

- ◆ as identified in the school improvement plan continue to develop the role of subject co-ordinators by:
 - *reviewing and reallocating the subject responsibilities to ensure a more equitable burden;*
 - *providing opportunities for them to develop strategies for monitoring teaching and learning;*
 - *using this information to review and further improve provision for pupils' learning and standards of achievement;*
 - *providing training to help co-ordinators develop their role;*

(paragraphs 52, 114 and 127)

- ◆ continue to improve the curriculum provision by:
 - *continuing to develop the good quality policies and schemes of work for all subjects of the National Curriculum;*
 - *continuing to review and update existing subject policies.*

(paragraphs 29, 121 and 140)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs 30 and 38.

- ◆ ensure the special educational needs policy reflects the good provision within Key Stage 2 for gifted and talented pupils;
- ◆ develop a child protection policy to reflect the existing good arrangements.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10	39	51	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	71
Number of full-time pupils eligible for free school meals	6

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	14

English as an additional language	No of pupils
Number of pupils on the school's roll (FTE for part-time pupils)	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	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

As the number of pupils being assessed in Key Stage 1 and Key Stage 2 is less than 10, the results are not recorded.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	62
Any other minority ethnic groups	0

Exclusions in the last school year

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.1
Number of pupils per qualified teacher	23.9 : 1
Average class size	24.7

Educational support staff: YR – Y6

Total number of educational support staff	0.8
Total aggregate hours worked per week	31

Financial information

Financial year	1999/00
	£
Total income	147,136
Total expenditure	148,868
Expenditure per pupil	2,127
Balance brought forward from previous year	13,124
Balance carried forward to next year	11,392

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out:

71

Number of questionnaires returned:

41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	46	52	0	2	0
My child is making good progress in school	49	51	0	0	0
Behaviour in the school is good	59	41	0	0	0
My child gets the right amount of work to do at home	34	59	7	0	0
The teaching is good	51	46	0	0	3
I am kept well informed about how my child is getting on	76	22	2	0	0
I would feel comfortable about approaching the school with questions or a problem	51	32	15	2	0
The school expects my child to work hard and achieve his or her best	68	30	0	0	2
The school works closely with parents	48	42	5	0	5
The school is well led and managed	59	31	5	0	5
The school is helping my child become mature and responsible	42	54	2	0	2
The school provides as interesting range of activities outside lessons	42	56	2	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. The provision for children in the Reception and Year 1 class is satisfactory. Children are admitted in the September or April before their fifth birthday. Evidence from the school's assessment of these children on entry indicates that most attainment is broadly average with a wide range of attainment, which varies from year to year. Currently eight children have yet to reach their fifth birthday; five of this group attend part time only. As a well planned introduction to the Foundation Stage the class teacher makes a home visit before the child starts school. The pre-school group from Playgroup meet at the school during the spring term on Tuesday afternoons when the whole school goes swimming. The Early Years teacher is released termly to meet with the staff, parents and children attending Playgroup.

61. Children make satisfactory progress and by the end of the Reception Year are satisfactorily prepared to begin the programmes of study of the National Curriculum. The school does not at present systematically plan its teaching to build on the nationally recommended areas of learning for children of this age group. There is no policy developing the early learning goals for the Foundation Stage to effectively guide the teaching and learning. Planning of the curriculum lacks sufficient detail to be effective and for the work to be targeted in shorter, more focused sessions.

Personal, social and emotional development

62. Most children pay attention, take turns and share equipment but the staff involved in the Foundation Stage are inconsistent in their approach to the handling of this age group with the result that some children behave inappropriately at times. Overall most children behave appropriately, treat equipment with care and concern and have good relationships with each other. The children are beginning to learn new routines, most are secure and confident in the school environment with good levels of self-esteem. They are learning to take initiatives such as when they choose free play activities from a range of possibilities. Most children have a good understanding of right and wrong and enjoy sharing their feelings at circle time. The children are very well mannered and polite to adults and their peers. In general, the children's personal, social and emotional development is satisfactory.

Communication, language and literacy

63. Communication, language and literacy development is satisfactory. They learn to listen and most can talk quite confidently about their experiences, using appropriate vocabulary. They talk about their visit to the maritime museum in Appledore where they wore Victorian costumes and a typical Victorian school day was re-enacted. They remembered using slates and chalk. At times opportunities are missed to help children develop their vocabulary and their ability to listen and speak to each other, for example, unsupervised role-play activities are not structured to follow the main curriculum focus and insufficient guidance is given to children about the roles they might play. Children are learning to value books. All of them know that words and pictures carry a meaning and appear in sequence left to right and top to bottom. Most can recognise a few words and all enjoy looking at books on topics which interest them, such as animals. All the children are beginning to write. A few can read and copy words or sentences written by teachers. There is a good range of books available, including large picture books. All pupils are fascinated by the poems from 'Rumble in the Jungle' and show enthusiasm in their response to the reading.

Mathematical development

64. The development of children's mathematical abilities is satisfactory. They are able to count to ten and recognise these numbers and the words for one to five. They are learning to compare, to sort and to match objects and they are learning number rhymes and songs. Some have experience of money while playing 'shop'. While they sometimes experience difficulty in solving problems with numbers, they are given the opportunity to do simple additions and subtractions and are making satisfactory progress in the development of their mathematical abilities.

Knowledge and understanding of the world

65. By the end of the Reception Year children's knowledge and understanding of the world is appropriate for their age. Those who spoke to the inspectors were able to talk about their families, the local environment, including informed choices about their surroundings. They like colourful houses not white ones, they like the adventure park but not the old disused shed. They talk about the route to school and discuss distance from their home to school which is displayed on a map in the 'whisper room'. In the science lesson they collate knowledge about the similarities and differences between humans, although the final presentation is too detailed and most of these young children lose their concentration. Technological skills are developing through the use of construction toys and the computer. They are able to talk about 'God's Creation' and how by using various materials, for example, blue tissue paper and black paper, they compiled an illustrated account of the Creation. On walks around the school and bus journeys to the swimming bath they develop a good understanding of their own locality.

Physical development

66. As part of their physical development pupils attain well through good opportunities for running, jumping and climbing in the playground and using the adventure park. There is no hall which limits the use of apparatus and gymnastic type activities. Children are developing skills using bats and beanbags with increasing accuracy in preparation for playing a basic game. When playing outdoors the children make good use of the adventure park to jump, balance, swing, crawl through the tunnel and climb on the monkey bars. This activity was not observed during the inspection due to the non-stop unusually heavy rain the previous week making the grass area completely sodden. Children use tools for painting and writing and show satisfactory hand and eye co-ordination. They manipulate small construction toys to build models. In class sessions children use scissors satisfactorily.

Creative development

67. The teaching satisfactorily promotes children's creative abilities. Some effective work was seen in art on the theme of a fireworks display developed with crayons, self portrait paintings and chalk pictures. They have opportunities to experience painting, printing and modelling. The children enjoy singing and develop a good sense of rhythm early on, singing tunefully whether accompanied or unaccompanied.

68. The quality of teaching is satisfactory. The curriculum takes insufficient account of the six areas of learning and the early learning goals. The staff are awaiting training to update their knowledge and expertise in the Foundation Stage. Early learning games, puzzles and activities are available for parents to borrow for use with their children at home. The accommodation is adequate. Resources are satisfactory.

ENGLISH

69. The performance of pupils in National Curriculum tests at the end of Key Stage 2 in 1999 indicate that the standard of attainment in English was well above average when compared with all schools and broadly in line when compared with similar schools. Results for this key stage over the four years 1996 to 1999 indicate an improvement greater than that seen nationally. In the previous inspection in 1998 standards were judged to be average at both key stages. There has been a good improvement in attainment at Key Stage 2.

70. The performance of pupils in National Curriculum tests at the end of Key Stage 1 in 1999 indicate that in reading, the number of pupils achieving level 2 in line with the national expectation for pupils of 7 years of age, was close to the national average. The number of pupils attaining the higher grade, level 3, was well above the national average. In writing the number of pupils achieving level 2 or above was well below the national average. No pupils attained the higher level 3. The standard of attainment in reading is broadly in line when compared with all schools and below average in comparison with those attained in similar schools. Overall reading results have improved over the past four years. Standards in writing are well below the national average when compared with all schools and very low when compared with similar schools. Standards of attainment upon entry to the school are judged to be broadly average.

71. Judgements made during the inspection indicate that standards of attainment are good at the end of Key Stage 2 and satisfactory at the end of Key Stage 1. The school recognises that attainment in writing at Key Stage 1 is an area of development the school needs to address. Attainment in reading is satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. Pupils' skills to tackle unfamiliar words are unsatisfactory, more effective work to improve reading skills should be developed in the Foundation Stage and Key Stage 1.

72. Throughout the school standards in speaking and listening are good; this enhances progress. Pupils listen attentively and respond eagerly when answering questions, using a wide vocabulary. They share their ideas and take turns to speak. Many pupils enjoy poems and listen with pleasure to stories often anticipating the next stage of the story. Many pupils are confident and articulate speakers especially by Key Stage 2 where they enjoy opportunities to discuss their work. By the end of Key Stage 1, they are able to give clear descriptions, for example, recount a visit to the river Lyn. By the end of Key Stage 2, pupils can identify different points of view, for example, express opposing views about the character of the keeper in the 'Dancing Bear' poem.

73. Standards in reading are satisfactory at the end of Key Stage 1 and good by the end of Key Stage 2. The younger pupils need to develop a better range of skills to tackle unfamiliar words to improve levels of fluency, accuracy and understanding. A significant number of Year 1 pupils are naming letters instead of sounding them and experiencing difficulty with letter blends. By the end of Key Stage 1 many pupils read confidently with expression and enjoy humorous stories about animals, for example, Noah's Ark. By the end of Key Stage 2 pupils develop their capacity to tackle more complex text; they express opinions about ideas and events in the stories, describe the characters and are familiar with the works of their favourite authors, for example, Roald Dahl, J. K. Rowling and David Henry Smith. Large print books are used most effectively in whole class sessions where attention is focused in a systematic way between sounds and letter clusters, the building up of words into sentences and the development of stories. The well chosen material stimulates pupils' imagination and motivates them to want to learn to read it for themselves. Pupils are able to identify sources which they require for research purposes. They learn that reading can be undertaken for different purposes such as enjoyment of fiction, finding out information and

following instructions. They investigate texts from their own and other cultures, for example, they are interested to know that the 'Dancing Bear' visited Launceston and they discuss the location of Hamelin in the Pied Piper story.

74. The pupils' writing is unsatisfactory at Key Stage 1 and the school is aware that the number of pupils attaining level 2 is well below the national expectation. Pupils produce a range of writing, for example, a rewritten account of Stig of the Dump, My Pet, the Magic Frog, but there is little evidence of writing for a variety of purposes. Most pupils lack confidence in spelling and punctuation and their handwriting is underdeveloped.

75. At Key Stage 2 the pupils' writing is satisfactory overall and good for the older pupils. They know the difference between note taking and creative writing, for example, when they write about the First World War in note form as a war correspondent. They write descriptive poems using the theme of colours, for example, "black, soft, dark rain" and "yellow is like the day beginning when you awaken from your soft bouncy mattress". They write biographical recounts by interviewing members of their families. One pupil wrote about his mother as a four year old and the terrifying effect, still remembered, by her of seeing a man dressed in a gorilla costume approaching her at a circus. They write for different audiences and adapt their accounts, for example, they rewrite the 'Dancing Bear' as a newspaper article with an eye catching headline which shows very good competent use of the computer by the pupils for this task. They write persuasively, for example, about caring for the environment. There is an appropriate coverage of the mechanics of English and standards of spelling, punctuation and handwriting are satisfactory. There is a good balance in the range of opportunities offered and the coverage of the requirements for written English.

76. Pupils generally respond well to their work, showing positive attitudes to learning. They show interest and enjoyment of fiction, talking knowledgeably about their favourite authors and books they enjoy. Pupils relate well to each other and their teachers and work together collaboratively when required. The oldest pupils show good levels of commitment and concentration, making appropriate use of dictionaries, reference books and computers. Overall pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Pupils with special educational needs make good progress across both key stages.

77. The quality of teaching is satisfactory overall at Key Stage 1, it is often good for the older pupils. It is good and sometimes very good at Key Stage 2. The literacy hour provides continuity and consistency of learning throughout the school, influencing planning and teaching. Good questioning and discussions are a feature of most lessons. In the few lessons, which are less effective, the oral teaching is too lengthy and some pupils become restless. In some lessons at Key Stage 1 insufficient challenge is provided for more able pupils.

78. Most of the issues from the last report have been addressed except for development of phonic skills in Reception and Key Stage 1 and teachers' planning at the Foundation Stage. There is a good policy and scheme of work in place. The National Literacy Strategy is well established in all classes. Regular assessments are carried out in all years. A suitable portfolio of examples of pupils' work is maintained. Good, recorded evidence of individual target setting for pupils at Key Stage 2 writing is in place. The curriculum co-ordinator monitors teachers' planning and teaching. The literacy governor is new to the post but the previous governor has concentrated on the implementation of the literacy hour and monitored the teaching, with positive feedback to the staff. The good links between the governing body and the staff are very much appreciated.

79. The library has recently been relocated and the opportunity taken to sort out and discard old and outdated books. The Parents' Association contributed substantial funds towards the purchase of new books and shelving. Pupils know how to use the library and to locate books. The subject is well resourced with fiction and non-fiction books.

MATHEMATICS

80. The last inspection identified good teaching in Key Stage 2 but some unsatisfactory lessons at Key Stage 1. Teaching is now good overall, with no unsatisfactory teaching seen during the inspection. The last inspection identified that there was no scheme of work for mathematics. This situation has now been effectively remedied.

81. The 1999 results of National Curriculum assessments for mathematics at the end of Key Stage 1 indicate that the percentage of pupils attaining at the expected level 2 is very high. The percentage of pupils attaining the higher level 3 is well below expectations. Boys and girls are performing similarly. Between 1996 and 1999 the attainment of pupils has improved in mathematics and is now above the national average.

82. In the 1999 National Curriculum assessments at the end of Key Stage 2 the percentage of pupils attaining at the expected level 4 is well above the national average. The percentage of pupils attaining at the higher level 5 is above the national average. Boys and girls are performing similarly. Between 1996 and 1999 the attainment of pupils at the school has improved rapidly and at a rate well above the national trend.

83. The numbers of pupils undergoing national testing and assessment has a significant impact. When comparing performance both nationally and with similar schools numbers are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.

84. Attainment on entry to the school is broadly average. Evidence gained during the inspection indicates that attainment is satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. The rate of learning is good at Key Stage 1 and at the end of Key Stage 2, including pupils with special educational needs. The pace of learning for more able pupils is satisfactory at Key Stage 1 and good at Key Stage 2.

85. In Key Stage 1 the youngest pupils are beginning to use mathematical language such as odd, even and between. They are able to collect data by counting objects and placing the results in a tally chart. They are able to present some aspects of the results of their work to the rest of the class. Older Key Stage 1 pupils are able to count forward and backwards mentally in threes and sixes with the support of a 100 number board. More able pupils are able to use mental recall of addition and subtraction facts to count on without support. Pupils are able to name three-dimensional mathematical shapes such as hexagon, cylinder and sphere by their properties and state the number of faces and corners that each shape has.

86. In Key Stage 2 younger pupils are able to explain how a vertex is different from a corner. Older pupils are able to mentally convert an improper fraction to its lowest level, change the result to a ratio and convert that to a percentage. Pupils are able to explain the purpose and use of brackets within mathematics. Year 6 pupils are beginning to understand the concept of square numbers and use investigative skills confidently to hypothesise about possible outcomes from their practice. More able pupils are beginning to appreciate the link between square and prime numbers.

87. In Key Stage 1 pupils attitudes are greatly influenced by the quality of teaching. Pupils are attentive, well behaved, work effectively individually and in groups and participate with interest and enthusiasm when lessons are managed at a good pace. When the pace is slower pupils become distracted from their work. Older pupils within the key stage are independent and take a good level of responsibility within the classroom. Pupils are encouraged to support and praise one another. In Key Stage 2 pupil's attitudes are very good. All pupils are highly motivated, relationships are

very good and pupils are very supportive of each other. Boys and girls and pupils of different age groups work comfortably and easily together.

88. The teaching of mathematics in Key Stage 1 is always satisfactory for the younger pupils and good for the older pupils. All the teaching in Key Stage 2 is good and often very good. In the lessons which are good or better, teachers have a good knowledge and understanding of the subject and teach the basic skills well. They motivate and enthuse pupils during the brisk mental mathematics sessions. Teachers' planning is good and provides a clear focus on learning objectives in most classes, which is effectively conveyed to pupils. The plenary session provides good opportunities for pupils to reflect on what they have learned. Teachers' planning is most effective where it consistently identifies ways of differentiating work and challenging the more able pupils. This invariably happens in Years 4, 5 and 6 where more able pupils are inspired by the teaching, use their initiative and take responsibility for their own learning. In the good and very good lessons there are high expectations of pupil behaviour. In these lessons pupils are always well managed and kept on task with interesting and varied activities. Pupils with special educational needs are effectively supported and are given sensitively handled opportunities to progress and confidently demonstrate their learning to the whole class where this is appropriate.

89. The subject has a good system for the assessment, analysis, evaluation and recording of pupils' work. The use of National Curriculum non-statutory tests introduced in Years 3, 4 and 5 and the structures that have been put in place to analyse areas of strength and weakness of pupil understanding through testing, are very good. Teachers are aware of the need for constant dialogue and feedback to pupils on their performance in mathematics during lessons. This takes place effectively and often to great effect during the plenary session towards the end of lessons. Most pupils' work is marked. The older Key Stage 2 pupils are developing good strategies for self-marking or peer marking.

90. The National Numeracy Strategy has been implemented well. The teaching approach expected by the strategy has been fully adopted. The subject is effectively led by the subject co-ordinator. A new mathematics and numeracy policy has been developed to reflect the aims of the National Numeracy Strategy. The policy does not identify the schools strategy towards raising the standard of attainment of gifted and talented pupils. Monitoring and evaluation of the subject has been very thoroughly developed since the last inspection and has made a significant difference to the quality of provision. This includes the scrutiny of teachers' planning and pupils' work and extensive classroom observation. Regular assessments are carried out in all years. A useful portfolio of examples of pupils' work is maintained. The subject co-ordinator and other staff have attended in-service training and have provided extensive staff training within the school to support the development of the numeracy strategy. Parents consider the arrangements for setting homework to be appropriate. The policy is vague but the practice is clear and effective particularly in Years 4, 5 and 6. Good use is made of information and communication technology within lessons. The skills of classroom assistants are utilised very effectively. They work confidently and skilfully with individuals and groups of pupils under the guidance of teaching staff. The subject is well resourced and resources are accessible and effectively used.

SCIENCE

91. The 1999 teacher assessment shows attainment by the end of Key Stage 1 is very high with almost all pupils attaining the expected level 2 although few attain the higher level 3. By the end of Key Stage 2 the 1999 national tests show the number of pupils attaining the expected level 4 and the higher level 5 was very high when compared with the national average and the performance of pupils in similar schools. The trend over the past four years has been one of significant improvement at a rate much greater than that seen nationally. The school's results for 2000 tests indicate this trend has been maintained. There are considerable differences between the number

of pupils in each year group and between the proportion of pupils with special educational needs from year to year.

92. The inspection confirms the national tests. The attainment at the end of Key Stage 1 is at least in line with national expectations for all pupils but few attain the higher level 3. The attainment at the end of Key Stage 2 is good for the majority of pupils and very good for a significant number of pupils. The quality of the teaching for these pupils is very good. Pupils have very good opportunities to develop an understanding of investigative science and in this aspect of the curriculum pupils' attainment is above expectations. Pupils have a thorough understanding of the knowledge aspects of the science curriculum. Pupils' written scientific work does not always reflect their level of attainment.

93. By the end of Key Stage 1 all pupils use simple equipment to carry out investigations and make simple observations. For example, they explain their reasons in classifying a range of substances as harmful or good for them when studying the use of medicines. The pupils understand scientific terms, for example, they explain that predicting is guessing based on what they already know. Most pupils know the basic conditions to keep human beings healthy and can suggest items of food to include in a healthy diet.

94. Learning is satisfactory in Key Stage 1. Pupils regularly carry out investigations which ensures a steady development of these skills. They learn how to record their findings in charts, for example, they produce bar charts using information and communication technology to record their findings. They do not have sufficient opportunities to develop skills of writing the outcome of their investigations. Pupils with special educational needs make good progress as the teacher organises the classroom assistant very effectively to help them.

95. By the end of Key Stage 2 all pupils have a good understanding of scientific investigations as the teachers provide carefully structured opportunities to follow through scientific processes. All pupils have a thorough understanding of the scientific knowledge required in Key Stage 2. Most pupils know the different organs of a plant. They understand the circulatory system of the human body. They explain the differences between solids, liquids and gases correctly and confidently explain condensation and evaporation. Pupils describe correctly how devices within an electrical circuit function. High attaining pupils have a very good knowledge across the science curriculum. They use sophisticated scientific language correctly, for example, when discussing the seeds of different fruits the differences in the structure were identified. Standards in the written work do not always match the standards in the oral work. Pupils explain some complex aspects of science verbally but do not record them as effectively.

96. Learning in investigative science and understanding in Key Stage 2 is good. Pupils continue to develop their understanding of investigative work, for example, the younger pupils explain the different types of packaging for medicines to prevent their misuse. All pupils develop a clear understanding of the fair test. High attaining pupils identify several variables with confidence. Progress of talented pupils and those with special educational needs is good, particularly for older pupils in the key stage. These pupils are given carefully structured work and focused questions to directly meet their needs.

97. Pupils' attitudes to science are very good. Nearly all pupils are interested in their work and carry out the tasks with enthusiasm. Pupils listen well in whole class discussions and are sufficiently confident to offer suggestions or take responsibility for tasks. For example, in a Year 2 and 3 lesson when discussing a range of substances and classifying them into harmful and harmless substances. Personal development is very good as they develop skills of working in groups. This is particularly good in the Year 4, 5 and 6 class where pupils allocate tasks sensibly and work maturely with each other. Pupils use charts and grids confidently in the presentation of

their work. Behaviour is good in lessons despite the emphasis on carrying out some exciting tasks.

98. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. There are very good features at the end of Key Stage 2. Teachers combine whole class discussion well with practical tasks. This is carried out particularly well in the older Key Stage 2 class where the sessions combine a complex combination of whole class discussion or instructions with the tasks of investigating, recording and group discussion. All teachers provide interesting contexts for the investigations. Teachers all provide appropriate resources for the experiments, for example, in the Year 2 and 3 class a wide range of substances, some with similar appearance but different packaging, were used in a lesson on the identification and correct use of medicines. Teachers generally use time effectively to ensure a thorough coverage of the work. This is particularly good for older Key Stage 2 pupils who are expected to work at a fast pace.

99. Management of pupils is good at the end of both key stages where pupils have a very clear understanding of the class procedures. Teachers' expectations are high in the practical work and whole class discussion but less so in the quality of the written presentation. There is good planning with clear detail and learning outcomes based closely on the National Curriculum. Teachers generally use assessment effectively, making good use of a portfolio of assessed work, to track pupils' progress during lessons. Teachers' marking is consistent and provides useful and informative comment for future learning. In homework, there are opportunities to extend pupils' learning. Standards have improved considerably in science since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Pupils' attainment in information and communication technology at the end of both Key Stages 1 and 2 is securely in line with national expectations and is above national expectations for a significant number of pupils at the end Key Stage 2. This is a considerable improvement since the last inspection. Pupils learning is satisfactory at Key Stage 1 and good at Key Stage 2 where they are making good progress as there is regular access and use in several areas of the curriculum, including English, mathematics, science, history, geography and design and technology. Talented and gifted pupils and those with special educational needs make good progress. The improved accessibility of computers provides all classes with opportunities to develop skills, knowledge and understanding in the use of computers. These improvements have had a good impact upon standards.

101. Pupils' attainment by the end of Key Stage 1 is satisfactory. Pupils use information and communication technology to assemble text and symbols, to help them communicate ideas, for example, "My name is ...". They understand the use of the computer to word process text. They know how to use the arrow and delete keys and print the text they have written on the screen. Pupils retrieve and store their work confidently. They use the mouse and the keyboard with skill and have learnt how to operate the printer. Pupils are adept at word processing and know the meaning of font. They use capital letters and punctuate their work. Pupils are beginning to master the technique of clicking and dragging the mouse and are learning the first steps in importing graphics. Some make good progress. They use the computer to sort and classify information and to present their findings, for example, they are beginning to use graphics to construct a pictogram showing their favourite foods linked to their work in science on a healthy diet.

102. At Key Stage 2 pupils recognise that many everyday devices respond to signals and commands and that they can select options when using devices to produce different outcomes. They are beginning to work successfully on control technology. They gain an understanding of how

to make a screen icon move and how to make it turn, through discussion, experiment and evaluation. They calculate how many degrees it should turn and how far it should travel along a previously designed route. Pupils use information and communication technology to generate, amend and present ideas, for example, they design the front page of an Egyptian newspaper, creating text frames and composing appropriate headlines. They are beginning to choose suitable fonts and sizes for headlines and understand how to import graphics.

103. At the end of Key Stage 2 pupils use information and communication technology to combine different forms of information. They use graphic images to complement text. Pupils make very good progress as they develop their skills in importing photographs and illustrations by using the digital camera. They confidently use a wide specific vocabulary, for example, minimise, menu, scroll, cut and paste and edit. They are confident in using their skills in information and communication technology in importing graphics. In connection with their work in science, they monitor changes in temperature outdoors; this work enhances pupils' numeracy skills as they plot the differences between temperature at various times of the day. Progress of pupils with special educational needs is good. They receive regular opportunities to develop their skills and are well supported.

104. Attitudes in information and communication technology lessons are generally very good. Pupils enjoy their work, concentrate well and handle the resources with due respect and care. They are very keen and interested and there is a strong sense of wanting to succeed. Pupils work together well in pairs. This results in very good social development as pupils work alongside each other collaboratively, gaining a greater understanding of each other.

105. Teaching is good overall. Since the last inspection the quality of teaching is better. There is no unsatisfactory teaching. Teachers have undergone in-service training to improve their subject knowledge and their own skills in information and communication technology. Where teaching is very good there are clear objectives, very good behaviour management and lessons are conducted at a crisp pace. Generally, teachers have good subject knowledge of word processing and graphics and use technical vocabulary to good effect, for example, import, edit and click and drag. Teachers organise their lessons effectively with a good balance between whole-class discussion, individual support and group work. They deploy other adults well. Teachers develop literacy and numeracy skills effectively as they provide opportunities for pupils to use the computers in other subjects, for example, in drafting stories using a word processing program, importing graphics to a newspaper article, or compiling a database linked to work in mathematics and science. Teachers are adept at assessing pupils' achievement through day-to-day observation or by careful questioning.

106. The co-ordinator has a high level of expertise in the subject and gives good advice and support to other class teachers. There is very good documentation, including a very comprehensive portfolio of examples of pupils' work. Regular assessments are carried out in all years. The school has introduced a national scheme for the development of information and communication technology, which provides suitable continuity and progression across the school. Pupils' work with computers is displayed around school and information and communication technology is used well to support other National Curriculum subjects. Resourcing for the subject is good.

RELIGIOUS EDUCATION

107. Judgements are based on the two lessons observed during the period of the inspection, school assemblies, the work on display, a scrutiny of pupils' work, teachers' planning and

discussion with teachers and pupils. The profile of religious education has been raised since the last inspection, which was critical of the provision for religious education. Much has been put in place to overcome the previous concerns, improvements have been very good. The school recognises that further work remains to be completed to support standards being raised further.

108. The standard of attainment is satisfactory at the end of Key Stage 1 and Key Stage 2 in relation to the expectations of the locally agreed syllabus. Pupils with special educational needs make satisfactory progress. Some of the older more able pupils in Key Stage 2 extend the opportunities available to make good progress. They are challenged by the opportunities provided to discuss and debate issues introduced to lessons.

109. The youngest pupils in Key Stage 1 discuss and develop their ideas about the links between the family and God. They work collaboratively and use “brainstorming” as a method to share ideas. The results are collated by the teacher or by pupils. They find different ways of collecting and presenting information. Pupils discuss how the world may have looked before Creation. Good opportunities are provided to consider the issues raised by the Creation story. Older pupils in Key Stage 1 undertake work on saints, consider signs and symbols as a concept and work on places of worship of different religions such as the Islamic Kaaba.

110. Key Stage 2 pupils are able to highlight the similarities between different religious faiths. Within an assembly younger Key Stage 2 pupils identified the main features of the story of the Good Samaritan. Older Key Stage 2 pupils appreciate and discuss the dilemmas facing individuals within religions. For example, pupils appreciate the difficulty faced by Sikhs within the story of Baisaki where five individuals were asked to offer their own lives and had to make a choice between self-preservation and religious faith. Pupils discuss the dilemma, justifying either choice. Pupils appreciate religious symbolism, as indicated for example by the Sikh dagger. They are able to hypothesise about aspects of religion, such as the sequence of events that take place in preparation for worship at a Sikh Gurdwara.

111. Pupils generally respond to lessons with interest and enthusiasm. They enjoy the range of opportunities that the subject provides. Pupils are attentive when the pace of lessons is good and are actively involved in the development of their work. Pupils identify a purpose, work very co-operatively with other pupils and demonstrate mutual respect.

112. The curriculum policy is now good, although it does not identify the importance of evaluation within the subject. In practice, thorough and effective procedures for monitoring and evaluation have been put in place, which now involve the subject co-ordinator. The religious education curriculum is broad and balanced. It is based on the Qualifications and Curriculum Authority guidance and the Devon Agreed Syllabus. The scheme of work provides good opportunities for pupils with special educational needs and for more able pupils to be challenged. Many opportunities are created to support the enhancement of pupils’ spiritual, moral, social and cultural development.

113. The quality of teaching is satisfactory in Key Stage 1 and Key Stage 2. Teachers’ knowledge and understanding is now good, work is well planned in lower Key Stage 1 and upper Key Stage 2. The work recorded in exercise books in Years 2 and 3 is not sufficiently differentiated between pupils with different prior attainment. This work does not challenge the more able and indicates low teacher expectations. In the good lessons, pupils are well managed. When the pace of the lesson is slow pupils become distracted and less attentive. Most written work is marked but does not indicate to pupils what they need to do next to progress further. Oral feedback given in lessons is good, focuses on praise and is delivered with sensitivity.

114. Subject leadership is now satisfactory. Good progress has been made since the last

inspection. The subject co-ordinator recognises the areas for development; particularly the need to ensure that she becomes increasingly involved in the evaluation of teaching and to continue to expand the development with the portfolio of pupils' assessed work that has recently been introduced. The resources for religious education are good. Many interesting and stimulating resources have been purchased to enhance provision since the last inspection, which include an appropriate range of books in the school library. The accommodation provides flexibility to teach the subject adequately.

ART AND DESIGN

115. Pupils' attainment in art and design is satisfactory at the end of both key stages. Pupils, including those with special educational needs, make satisfactory progress in their learning. This is an improvement since the previous inspection.

116. By the end of Key Stage 1, pupils can express their ideas and record their observations in a variety of media. They know how to mix colours to produce tones and shades and can use tools and techniques safely. The youngest pupils make detailed observations to help complete a portrait of someone else. They develop their observational and drawing skills to improve the way they draw and colour.

117. At Key Stage 2, the older pupils work co-operatively to produce a 'dream sequence' for presentation to others using digital images, sketches, paintings, pastels and a story-line. Pupils select appropriate resources and make images for a range of purposes. They competently use the digital camera and computer to print photographs. Good sketch work was observed in pupils' sketch pads with the importance of correct softness of pencil emphasised for shading. Some of the Year 6 pupils' work was well below national expectations with, at times, very little attention to detail when drawing representation, for example, 'lollipop' type trees drawn instead of accurate representation of branches. Pupils study and copy the work of famous artists such as Constable and Degas to gain a feeling of their artistic style and design.

118. Pupils have good attitudes to their work. The younger pupils stay on task, collaborate well in pairs and follow instructions. The older pupils listen carefully to the oral teaching and co-operate well in group work. They have excellent opportunities for discussion about presenting their 'dream sequence' and select appropriate resources. Pupils talk about their visit to Plymouth Art Gallery and Museum. They remember some of their favourite paintings, for example, Napoleon in Plymouth by Jules Giradet 1815.

119. The quality of the teaching is satisfactory and sometimes good, particularly at Key Stage 2. A good strategy is used at Key Stage 1, with the younger pupils, when the teacher showed a mismatch portrait of her volunteer helper. Pupils realised immediately this is a cartoon type portrait and easily described the inaccuracies. The teacher reinforced the importance of good observational skills. There is good clear teaching with high expectations at Key Stage 2. The teacher takes every opportunity to reinforce art skills, for example, discussing proportion when one pupil draws an inaccurate figure. There are appropriate opportunities for pupils to experiment with materials and develop the use of varying techniques in both key stages.

120. A very worthwhile innovation is the extra-curricular art club. This is part of the cluster of small schools group. The club meets weekly, free to all pupils from surrounding primary schools, including free transport and materials. All costing is covered by the group's funding. Pupils share tasks with a group drawing a silhouette of a friend with chalk on black paper, using huge torches to highlight the silhouette. All pupils enjoy the sessions, collaborate well, look for detail and attempt to draw realistically. Another group were taught about the techniques of screen printing. This was a very good session enhancing the social development of the pupils and extending their creative

abilities.

121. The co-ordinator has good subject knowledge. The policy is to be updated and the scheme of work has been adapted from a commercial scheme covering all units. Resources are good and the school benefits from the expertise of volunteer and support staff who contribute to pupils' learning.

DESIGN AND TECHNOLOGY

122. Few lessons were seen during the inspection. Judgements are based upon scrutiny of pupils' work, photographs and design plans in the portfolio, teachers' planning and discussion with teachers and pupils. At both key stages all pupils, including talented pupils and those with special educational needs, make good progress in their learning and their attainment is good. Standards have improved since the last inspection.

123. Pupils in Key Stage 1 develop their designing and making skills by designing a caravan and using appropriate materials for house designs. They further their knowledge and understanding of simple mechanisms using levers and pivot joints by making movable pictures of people and inanimate objects. They use slides to bring animation to pictures of the jungle using a hinge for the lion to move. They use a pivot and slider to animate a picture of a swimmer and palm trees waving on the beach. More controlled movements using a pivot and sliders are used to illustrate a lady stirring a cake.

124. Pupils in Key Stage 2 design plans for bridges, both suspension and arch. Photographic evidence was seen of pupils designing and making weather instruments, design of slippers using many criteria, for example, warmth, size, comfort, material, suitability and style. They incorporate designing biscuits in their food technology topic, taking into account taste, texture and appearance. Pupils design and make a wheeled cart to represent the fire-fighters transporting water to the Great Fire of London. They know the difference between a fixed and moving axle. This was linked appropriately to their history topic on the Great Fire.

125. During the one lesson observed pupils were asked to complete their controllable vehicles test, evaluate based on the results of their tests and record their findings. By the end of the lesson pupils proved by testing whether their vehicle could carry water successfully. All pupils are familiar with materials and appropriate tools. All are learning to share their ideas with the group and work together to make the finished vehicle. Most pupils make realistic suggestions for realising their intentions. Health and safety procedures are observed, for example, pupils know they use the glue gun with adult supervision.

126. All pupils have good attitudes, they remain on task, collaborate well with their peers and evaluate their designs successfully. The quality of teaching is good with effective links made between subjects to reinforce the pupils' understanding. The scheme of work shows a general progression in skills of designing and making. Staff use effectively their assessment of pupils' work during the lesson to further pupils' understanding and skills. Design and technology is used by the teachers to support a range of subjects in the curriculum, for example, pupils in the middle class select fabrics and designs to make three-dimensional Viking figures and long boats. They make three-dimensional structures to test the strength of bridges, linking with fair testing in science and their 'River' topic in geography. The policy is to be updated with reference to the new Curriculum 2000.

127. The co-ordinator has good expertise and has a clear sense of direction of the subject.

Release time is planned for the co-ordinator to help the Foundation Stage and Year 1 and monitor the other classes, providing support if needed. Resources to support work in design and technology are good and readily accessible.

GEOGRAPHY

128. During the period of the inspection it was only possible to observe one lesson, which was in Key Stage 2. Evidence has been gained from the scrutiny of pupils' work, discussions with pupils and staff and the scrutiny of teachers' planning and displays around the school. There is insufficient evidence to make a judgement about Key Stage 1. The school was criticised in the last inspection in a range of areas. Good progress has been made to address many of the issues previously criticised.

129. The evidence indicates that attainment is good at the end of Key Stage 2. Pupils with special educational needs are supported to attain at a good level. Higher attaining pupils are achieving at a standard above that expected for all pupils at the end of Key Stage 2. Pupils adopt very positive attitudes towards the subject and are interested in their work. Good teaching creates a positive learning environment within which pupils thrive, working in an atmosphere of collaboration and respect for one another.

130. Pupils in Key Stage 2 work at a good pace and are given good opportunities to consider the environment and the impact that humans have upon it. They identify areas around the school that need to be improved. They work in groups, develop a plan, involve parents in some cases and implement the development. Pupils develop links with other curriculum areas. For example, photographs are taken before and after the initiative using a digital camera, which provides the opportunity to use information and communication technology to amend the photograph to produce the desired effect. Pupils describe this initiative with enthusiasm and take great pride in the result. It makes a very good contribution towards pupils' personal and social development. Older pupils are able to locate information in an atlas by using the contents and index and identify locations on maps using four figure grid references. They are developing a geographical vocabulary, for example, in their work on rivers pupils are able to name and describe different parts of a river such as tributary, source and confluence and identify where a river flows fastest and what a meander is. They speak with enthusiasm about a field trip to the river Lyn where practical investigations take place, creating links with mathematics through measurement and the development of historical skills.

131. The quality of teaching is good at Key Stage 2. Subject knowledge and understanding is good, supported by effective planning and clearly stated learning objectives, which are conveyed to and understood by pupils. Teacher expectations are high, pupils are well managed and the skills of support staff are utilised effectively. The system for assessment is satisfactory but pupil's work is not always marked. Pupils are not given regular written feedback that identifies what they need to do next to progress further.

132. The subject co-ordinator has established a new policy and has introduced an effective scheme of work based on the guidance provided with the revised National Curriculum. The new policy is good but does not identify procedures for the monitoring and evaluation of the subject or ways that high attaining pupils will be challenged. The curriculum is broad and balanced and effectively supports pupils with special educational needs. Information and communication technology is used to good effect. For example, pupils create a link between geography and science by gathering and displaying information relating to climate.

133. Subject leadership is good. The co-ordinator has made good progress to develop the subject policy and a scheme of work in a relatively short period of time. The monitoring and evaluation of the subject is becoming effective and is scheduled to be fully implemented from early 2001. The level of resources is satisfactory. The range of books within the library has been increased to a satisfactory level. The accommodation is appropriate for the subject.

HISTORY

134. During the period of the inspection only one lesson observation was possible. This took place in Years 2 and 3. Judgements are also based on a scrutiny of pupils' work for Key Stage 1 and Key Stage 2, displays around the school, teachers' planning and discussions with staff and pupils. The school has needed to prioritise its energies on the development of different aspects of the school since the last inspection in 1998. History has not, as yet, been targeted within this list of priorities. Improvements have been made in some areas of the subject and there has been a satisfactory rate of improvement since the last inspection.

135. The standard of attainment in history is good when compared with national expectations at the end of Key Stage 1 and Key Stage 2. Learning is good. Pupils with special educational needs make good progress. High attaining pupils also make good progress.

136. In Years 2 and 3 pupils are able to explain how tar was used on early seventeenth century houses to make them waterproof and windproof. They also recognise that this makes the houses highly inflammable. Pupils are beginning to appreciate cause and consequence. They recognise the sequence of events that led to the Great Fire of London and the reasons for constructing wider roads and using materials such as brick and stone for the rebuilding which followed the Great Fire. More able pupils are able to appreciate the validity of Pepys' diary. Pupils make judgements about chronology and demonstrate their understanding by placing images of historical events in chronological order. Pupils with special educational needs are able to place a series of prepared statements in chronological order.

137. Older pupils are also enthusiastic about history. They work with interest. Year 6 pupils describe how they used the local area as a resource when they were completing a topic on the Victorians. They drew buildings, talked to local people about their homes and found out when they were built. Pupils undertake research by using books and information and communication technology when studying topics such as the Vikings. They identify links with other subjects such as geography, through using atlases and drawing maps to show the relative positions of England and the Scandinavian origins of the Vikings. Pupils have good working relationships, are co-operative and take initiative and responsibility for resources.

138. Pupils have a good, and in many instances very good, attitude towards history. They describe the work as challenging, varied and interesting. Year 6 pupils found the work on the Vikings enjoyable and interesting. Pupil's behaviour is always good and often very good. Relationships are very good. Pupils work well together in different types of groups, supporting each other with sensitivity and kindness. Pupils' personal development is very good.

139. The quality of teaching is good. Teachers' knowledge and understanding, supported by effective planning, ensures that good teaching methods are used and that materials are presented in an interesting way that motivates and involves the pupils. Expectations of pupils are good. Lessons are well managed, with pupils being given clear instructions. Effective teacher questioning skills support the differentiation of work that enables pupils to participate fully at a level within which they feel comfortable. The quality of ongoing assessment supports pupils' progress, although the marking of work does not indicate to pupils what they need to do next to improve

further. Good teaching supports pupils to develop skills and knowledge, to work productively and at a good pace and challenge the pupils.

140. There is no current history policy in place. The development of subject policies has been sensibly prioritised and the turn of history is yet to arrive. The scheme of work has recently been enhanced to incorporate the revised National Curriculum guidance and is currently in the process of being implemented. The history curriculum is broad and balanced and meets the needs of all pupils, including those with special educational needs and the more able. The curriculum is enriched by visits to places of interest and through visitors to the school, such as a Norwegian parent who supports the work of the Vikings topic. History makes a good contribution to the spiritual, moral, social and cultural development of pupils. The curriculum is planned to ensure that it is accessible to all pupils equally. There is currently no developed system for the assessment and recording of pupils' progress. The school intends to meet this need following the development of a similar procedure for geography.

141. History is effectively led by the subject co-ordinator who is endeavouring to make good progress. The co-ordinator monitors planning and pupils' work. The subject is well resourced and enhanced through the increasing availability and use of information and communication technology. The resources are accessible to the staff within the flexible accommodation.

MUSIC

142. Pupils' attainment is in line with national expectations by the end of both key stages. They can sing complex songs tunefully, rhythmically and with great enthusiasm and singing in school assemblies is very good. No formal lessons were observed during the inspection as all the music is taught on Friday afternoons by a music specialist. As little direct teaching was seen during the inspection, judgements were made by listening to music at assemblies, talking to staff and pupils, observing extra-curricular activities and looking at planning.

143. Overall pupil's learning, including those with special educational needs, is satisfactory. The majority of pupils enjoy music and participate with enthusiasm. At assemblies pupils are given the opportunities to sing and play instruments. The orchestra play 'Tequila' with a very effective solo from the saxophonist. Recorder group, including boys and girls, play 'Ode to Joy' at another assembly. The choice of Hindu music played at the end of assembly gives pupils experience from another culture. Opportunities to perform music are given through a variety of different occasions such as the Holsworthy Music Festival. The school collaborated with another primary school to create music based on their own poems with a river theme. They participate in improvisation, rhythm, vocal and instrumental composition. Pupils performed publicly their music and writing at the Hats Theatre in April. Pupils have been involved in other musical activities, such as seasonal concerts and religious festivals.

144. The co-ordinator is new to the post and teaches part time in the school. Both attainment targets of performing and composing, listening and appraising are satisfactorily covered by the end of Key Stage 2. Music makes a worthwhile contribution to the school. Resources are good. Private instrumental teaching of strings, brass and woodwind is provided weekly after school. Six pupils attended the session during the inspection; they played clarinet, trumpets and saxophone while the teacher played the flute. Pupils may loan instruments for six months before purchasing. Private guitar lessons are provided after school. Free tuition is provided by the staff in recorders, ocarina and African drums.

PHYSICAL EDUCATION

145. Attainment by the end of both key stages is in line with national expectations in those aspects of the curriculum which the school is able to provide. Learning is satisfactory throughout the school.

146. By the end of Key Stage 1 pupils compare different combinations of movements and choose the most interesting performance. High attaining pupils produce imaginative and well executed sequences. Learning is satisfactory and pupils receive regular opportunities to develop their skills, weather permitting. Nearly all pupils develop an appropriate response to instructions, changing direction or stopping on command. They develop understanding of the importance of warming up at the beginning of lessons. Pupils develop the ability to adopt and sustain a balanced position. They develop skills of moving in different directions at varying speeds. Pupils develop confidence in performing in front of the whole class.

147. By the end of Key Stage 2 pupils use games equipment correctly, for example, they hold unihoc sticks correctly and understand the importance of safety when raising the stick. Most pupils control the ball effectively using the unihoc stick and different techniques of dribbling, passing and receiving. They have co-operative skills in teamwork and understand the importance of being ready to take their turn without wasting any time between players. Learning is satisfactory throughout the key stage as teachers plan a balanced programme over the full year. Pupils develop skills of passing and throwing balls in a variety of different throws, for example, they practise chest passes and increase their level of accuracy. High attaining pupils produce these passes accurately at speed. Progress of pupils with special educational needs is good.

148. Attainment in swimming is above national expectations. Almost all the pupils attain the minimum level of 25 metres. Progress is good over time as pupils receive two terms of swimming. This ensures that pupils have time to build their confidence. Attainment is consistently good each year. Swimmers who have a slower rate of progress than average generally achieve the minimum standard as they consolidate their skills. The use of the leisure pool supports personal development well because pupils are gaining confidence in using this public facility within their community.

149. Attitudes to physical education are good. Most pupils are keen to take part in all the activities. They listen to instructions well and try hard to improve their own performances. Pupils' personal development is good as they learn to control their own bodies. They appreciate each other's performances and co-operate well in pairs or small teams. Behaviour is generally very good in lessons with pupils responding well when teachers use praise. Pupils all move sensibly and change quickly without wasting time. Pupils with special educational needs respond well in lessons.

150. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers use resources effectively to develop skills. Teachers use warm up and cool down activities effectively. They speak firmly but sensitively to individuals and explain clearly what they expect of pupils. In Key Stage 1 there are times when the teacher does not insist that pupils are quiet when instructions are being given. Teachers' subject knowledge is satisfactory which leads to clear explanation of tasks and appropriate use of language. Planning is clear and based carefully on the schemes of work to ensure that skills are steadily developed. Tasks are well balanced in lessons to ensure that pupils build on the previous tasks. Most teachers have high expectations of pupils' behaviour and of the pace at which they carry out the tasks. Teachers all use demonstration effectively to celebrate good work and to share in different ideas. They give clear demonstrations themselves, for example, the teacher identified precisely how to hold and control the unihoc sticks. All teachers use

praise effectively to encourage pupils to try harder.

151. The subject is effectively led by the co-ordinator. Physical education is taught as weather permits but the lack of suitable facilities prevents the effective teaching of gymnastics. Outdoor provision is good and the playground is of a reasonable size. There is good provision of playing fields adjacent to the school. The school accommodation inhibits the provision of the full requirements of physical education. Gymnastics is not provided on grounds of health and safety. Provision for dance, athletics and games is reduced. If the weather is poor, physical education is cancelled. The school is well aware of the problem and is endeavouring to find ways of creating the necessary accommodation. Resources are good and the school benefits from the expertise of volunteer and support staff who contribute well to pupils' learning.