

# INSPECTION REPORT

## **WOODBURY CHURCH OF ENGLAND PRIMARY SCHOOL**

Woodbury, Exeter

LEA area: Devon

Unique reference number: 113440

Headteacher: Mr N W F Tancock

Reporting inspector: Mr J E Billington  
2779

Dates of inspection: 19 – 22 May 2003

Inspection number: 247375

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Castle Lane  
Woodbury  
Exeter

Postcode: EX5 1NB

Telephone number: 01395 232614

Fax number: 01395 233745

Appropriate authority: Governing Body

Name of chair of governors: Steve Godfrey

Date of previous inspection: 25 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                 |                      | Subject responsibilities                                                                                | Aspect responsibilities                                                                                                                                           |
|--------------|-----------------|----------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2779         | Jim Billington  | Registered inspector | English<br>Information and communication technology<br>Art and design<br>Physical education             | What sort of school is it?<br>The school's results and pupils' achievements<br>How well are pupils taught?<br>What should the school do to improve further?       |
| 9009         | Valerie Bradley | Lay inspector        |                                                                                                         | Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents? |
| 27002        | Pauline Spencer | Team inspector       | Science<br>History<br>Music<br>Foundation Stage<br>English as an additional language                    | How well is the school led and managed?                                                                                                                           |
| 32308        | Sue Molloy      | Team inspector       | Mathematics<br>Design and technology<br>Geography<br>Educational inclusion<br>Special educational needs | How good are the curricular and other opportunities offered to pupils?                                                                                            |

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

### **INFORMATION ABOUT THE SCHOOL**

Woodbury Church of England Primary School is situated in the village of Woodbury in Devon, seven miles from the county town of Exeter. There are 129 pupils on roll, 67 boys and 62 girls, between the age of four and eleven years. This makes it a small school compared with primary schools nationally. Pupils are taught in five classes. The percentage of pupils entitled to free school meals (3.1%) is below the national average. The percentage of pupils with special needs (17.6%), including those with statements of educational need, is slightly below the national average. These pupils have a range of special needs, the majority of these relating to learning difficulties. There are no pupils who come from a minority ethnic background. No pupils have English as an additional language. When children join the school as four-year-olds their levels of attainment are varied, but broadly typical of that found nationally for the age group. A significant minority of pupils enter school with attainment above that found nationally.

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

**This is a very effective school. The school is very well led by the headteacher, senior staff and governors. At age eleven years pupils attain above average standards in most subjects. For pupils age seven there are some weaknesses in writing. Pupils' attitudes to school and their personal development and relationships and are excellent.**

Teaching in the school is good. Pupils make good progress as they move through the school. The importance the school gives to including all pupils in activities is one of its strengths. Links with partner institutions are excellent. Resources are good overall, though provision for outside play for the youngest pupils is inadequate. The cost per pupil to run the school is higher than the national average. When these factors are considered together, the school is judged to provide good value for money.

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

- Management and leadership overall in the school are very good. The headteacher, senior staff and school governors are providing the school with a clear sense of direction and commitment to improvement.
- Standards attained by eleven-year-olds in most subjects are above the national average.
- Teaching in the school is good and there is a significant proportion of very good and excellent teaching.
- Very good provision is made for pupils with special educational needs. As a result they make good progress.
- In lessons, pupils show very good attitudes to their learning and their behaviour is very good. Relationships in the school are excellent.
- The school provides a very good range of activities outside the classroom.

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

- Standards in writing at the age of seven.
- Outdoor play facilities for the youngest pupils.



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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

**All the Key Issues identified in the last inspection have been fully addressed. Standards in English, mathematics and science for pupils at eleven have improved.**

The school now has a well developed programme for monitoring teaching and standards. The assessment and recording of pupils' progress are detailed and comprehensive. The National Curriculum in information and communication technology has been fully implemented. There has been a significant improvement in the quality of teaching.

### STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 2000          | 2001 | 2002 | 2002            |
| English         | A             | A    | B    | C               |
| mathematics     | B             | C    | A    | A               |
| science         | D             | C    | A    | B               |

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

*Similar schools means those schools with a similar percentage of free school meals*

Children enter the reception class with standards that are broadly in line with those found nationally, though within this there is considerable variation. By the age of five, most are working at an average level for this age group with many attaining standards above this.

In the 2002 national tests for seven-year-olds, the school's results were well above the national average in mathematics and below the national average for reading and writing. Results in mathematics are above those in similar schools but are well below similar schools in reading and writing. Standards at age seven in mathematics and in speaking and listening are above national averages, all other subjects are in line with national averages except writing where there are weaknesses.

For pupils aged eleven there has been a significant improvement in the school's results in mathematics and a good improvement in science results. Results in mathematics are well above those in similar schools. Results in science are above those in similar schools and are in line with them in English. The proportion of pupils attaining at the higher Level 5 in English mathematics and science is well above the national average and well above that found in similar schools. From work and lessons seen during the inspection standards in mathematics are well above national averages.

Standards in science are above the national average and standards in English are in line with the national average. The proportion of pupils seen attaining at the higher level, Level 5 in these subjects was much greater than that found nationally. In all subjects standards are above average except art and design and music where they are average. Progress in Years 1 and 2 is satisfactory, progress in Years 3 to 6 is good. There were no significant differences seen in the attainment and progress of boys and girls. The school has used the range of data available to set appropriately challenging targets for pupils in national tests for eleven-year-olds in 2003. The evidence gathered during the inspection indicates that the school is on track to meet these targets.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment                                                                                                                                     |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Attitudes to the school                | Excellent. Pupils are keen to be involved in activities and they want to succeed.                                                           |
| Behaviour, in and out of classrooms    | Very good. Pupils behave very well both in lessons, and in the playground. They play together well.                                         |
| Personal development and relationships | Excellent. Pupils are provided with opportunities to take responsibility for aspects of school life for example through the School Council. |
| Attendance                             | Attendance levels are above those found nationally for primary schools.                                                                     |

There are excellent relationships between the teachers and pupils. This has a positive impact on the attitudes pupils show towards their work. Attendance levels are higher than the national average and there is no unauthorised absence.

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2  | Years 3 – 6 |
|------------------------|-----------|--------------|-------------|
| Quality of teaching    | Good      | Satisfactory | Very Good   |

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

Overall, the quality of teaching observed during the inspection was good. Some teaching was excellent and no unsatisfactory teaching was observed. This is a significant improvement on that reported at the time of the last inspection.

Teaching in English and in mathematics where pupils were developing their literacy and numeracy skills, was good, with particular strengths in Years 3 to 6. There are weaknesses in the teaching of writing in Year 2. Excellent teaching was observed in a number of subjects including English, mathematics and history. Very good teaching was observed in many subjects including art and design, science and the Foundation Stage. Teaching has a number of particular strengths. Lessons are always very well planned. Teachers use very good questioning techniques that encourage pupils to explain why they provide different answers to questions. Pupils respond well to this approach.

They are encouraged to put forward ideas and make suggestions. Pupils have the confidence to challenge ideas, including those of the teachers. Pupils make at least good and often very good progress in their learning in response to high quality teaching. The good support provided by teaching assistants and other adults, enables the school to meet the needs of all the pupils. Pupils with special educational needs make good progress in their learning, as do able and talented pupils.

### **OTHER ASPECTS OF THE SCHOOL**

| <b>Aspect</b>                                                                               | <b>Comment</b>                                                                                                                            |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum                                                     | Very good. Pupils are provided with good opportunities to learn in all subjects. Provision of activities outside classrooms is very good. |
| Provision for pupils with special educational needs                                         | Very good. In lessons, pupils are provided with work that is appropriate and they are well supported.                                     |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Pupils' spiritual, social and cultural development is very good. Provision for moral development is excellent.                 |
| How well the school cares for its pupils                                                    | Very good. Very good procedures are in place for ensuring pupils' welfare. Procedures for child protection are very good.                 |

The school has recognised the need to spend more time teaching English, mathematics and science, and standards in these subjects show significant improvement. A wide range of activities is provided for pupils outside the normal teaching time. The school has a good working partnership with parents. They are very supportive of the school's work and relationships with parents are positive.

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

| <b>Aspect</b>                                                    | <b>Comment</b>                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher and other key staff provide the school with very good leadership. They are very clear about the school's strengths and weaknesses and have good plans for raising standards to a higher level. Teaching and non-teaching staff provide the headteacher with very effective support.                                    |
| How well the governors fulfil their responsibilities             | Very good. They are supportive, and carry out their responsibilities effectively. They have well-developed systems to hold the school to account for its performance.                                                                                                                                                                             |
| The school's evaluation of its performance                       | Very good. All results are analysed and findings used to decide on priorities for future years. Good procedures for setting overall school targets are in place. Procedures for setting targets for individual pupils are well developed. The school has a detailed programme to monitoring teaching and learning and to take effective action to |

|                                |                                                                                                                                       |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                                | improve.                                                                                                                              |
| <b>Aspect (continued)</b>      | <b>Comment (continued)</b>                                                                                                            |
| The strategic use of resources | Good. The school uses the grants provided to good effect. It has made good use of money to support pupils with learning difficulties. |

The headteacher, deputy headteacher and members of staff are very effective in their roles. This is a strength of the school. School governors and managers have identified a set of appropriate priorities for the school's further development. The governors use the identified priorities effectively to plan spending. They fully understand and are using the principles of best value when making decisions regarding expenditure.

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

| <b>What pleases parents most</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>What parents would like to see improved</b>                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Children are keen to come to school; they like school.</li> <li>• Teachers are very approachable.</li> <li>• The school encourages pupils to understand the difference between right and wrong. Behaviour is very good.</li> <li>• Parents judge that the school is helping their children to mature.</li> <li>• The school is a caring place.</li> <li>• The leadership of the headteacher is very effective.</li> </ul> | <ul style="list-style-type: none"> <li>• More provision of sport in extra-curricular activities.</li> <li>• Homework is not always set and marked consistently.</li> <li>• A small number of parents do not feel comfortable about approaching the school with problems.</li> </ul> |

The evidence gathered during the inspection supports the positive views identified by the parents. Some parents expressed the view that more sporting opportunities should be provided as extra-curricular activities. The inspectors judge that the range of sporting activities available is good and there is a very good range of extra-curricular activities offered to pupils. The school is using homework in a positive way to support pupils' learning.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

- Evidence from the 2002 national assessments for seven-year-olds indicates that pupils' standards in reading were below the national average. Standards in writing were in line with the national average and in mathematics they were well above the national average. Evidence from the 2002 national assessments in English, mathematics and science for eleven-year-olds, shows the school's results to be well above the national average for mathematics and science. In English results were above the national average. Children enter the school in the reception class with standards that are above those typical for their age group. Standards seen during the inspection were similar. Inspection evidence indicates that children make good progress as they move through the Foundation Stage (reception class) and satisfactory progress through Years 1 and 2. Pupils rate of progress increases as they move through Years 3 to 6.*
- The national arrangement for assessing pupils' attainment is based on a scale with eight levels. The target for seven-year-olds is Level 2 of the scale; higher attaining pupils should reach Level 3. The target for eleven-year-olds is Level 4; higher attaining pupils should reach Level 5. As well as comparing the school's results with the national picture it is possible to make comparisons with schools that are 'in a similar context', that is, schools which have a similar proportion of pupils entitled to free school meals.
- In the 2002 tests for seven-year-olds, the percentages of pupils attaining the expected standard (Level 2) in reading and writing was well below the averages for similar schools. In mathematics, the percentage of pupils who attained the expected level was above the average for similar schools.
- In science, teachers' assessments of pupils aged seven in 2002 indicate that the percentage of pupils attaining the expected level was in line with the national average. When compared with similar schools, the percentage of pupils attaining the expected level was below the average for this group of schools.
- In the 2002 assessments for eleven-year-olds, in English the school's results were in line with those for similar schools while in mathematics results were well above. In science, the school's results were similar to those for this group of schools. The proportions of pupils attaining the higher level were well above that found in similar schools in each of English, mathematics and science. Pupils' results have improved over time in mathematics and science. In English results have remained consistently at the same level over the last two years.
- In reading and writing the majority of pupils make good progress. Standards are*

*generally above those typically found for pupils aged eleven. A significant number of higher attaining pupils are generally working at a level well above that expected for eleven-year-olds; overall pupils make good progress. Progress in mathematics shows a similar picture and pupils' performance in mathematics is very good across the school. Children enter the school with average skills in number work with a significant minority having skill above this. By the age of eleven the standards are generally well above those found nationally. Pupils with special educational needs achieve standards appropriate to their age and ability.*

7. From a scrutiny of pupils' work in the current Year 6, standards overall broadly match those found in national tests. A significant number of the higher attaining pupils were on course to attain at the higher Level 5 in English, mathematics and science. Discussion with a group of Year 6 pupils supports this judgement. The standard of presentation of work in the books is good. Work in the books of the highest attaining Year 6 pupils is of a high standard.
8. Standards in other subjects are generally above national averages with particularly high standards seen in information and communication technology, in design and technology and in aspects of history. Teachers' enthusiasm and the skilled way that different aspects of learning are linked results in high standards and good progress for pupils in these subjects. Pupils in Year 2 attain average standards which are average in all subjects. Weaknesses in writing are reflected in the relatively less good standards in subjects across the curriculum when compared to those of eight- to eleven-year-olds.
9. Standards in the important skills of literacy and numeracy are above those normally seen in primary schools. Teachers provide good opportunities for pupils to develop these skills in a range of subjects. For example, pupils use computer and English skills to link aspects of their work together in history when studying Egyptian mythology.
10. The school has undertaken a detailed analysis of its recent test results. As well as being used to make predictions about the school's future assessment results, findings of this analysis are used to help teachers set targets for individual pupils.
11. Inspection evidence indicates that pupils are attaining standards higher than those typically found in all subjects except music and art and design where standards are in line with national averages. The good use made of local resources has a significant positive impact on history standards. In English, mathematics and history much of the work is of a standard higher than that seen in primary schools nationally. Very good and detailed teacher planning, together with learning opportunities offered outside the classroom, have had a significant positive impact on standards.
12. Inspection evidence indicates that the majority of children enter the school with standards in language and numeracy that are similar to those typical for the age group. Pupils are on track to attain and in some cases exceed the nationally expected standards by the end of the Foundation Stage. Their knowledge and understanding of the world and creative development is good and pupils are on track to achieve the nationally expected.

13. In reading and writing (literacy skills) pupils make at least satisfactory and, more often, good progress as they move through the school, particularly through Years 3-6. Work in the Year 6 books indicates that the school's approach to developing the pupils' skills in writing is having a significantly positive impact. In Years 1 and 2 pupils spend too much time on short isolated exercises and their writing skills are not developed consistently, resulting in standards below the national average.
14. Standards overall in English are higher than those typically found for eleven-year-olds. In numeracy skills, pupils make very good progress. By the age of eleven the great majority of pupils are on course to attain the expected standard of Level 4, with a significant proportion working at higher levels. Pupils can do quite complex calculations quickly and accurately and can explain how they obtain the result. In most other aspects of mathematics the attainment of pupils is also above the nationally expected standard. For example, they have a good understanding of place value and can work confidently with numbers involving decimal places. In science the standard attained by eleven-year-olds is higher than that typically found nationally. Pupils have good scientific knowledge, they are clear about 'fair tests' and can draw conclusions; they have a good grasp of the way scientific investigations should be constructed.
15. The teachers are making good use of the national guidance for teaching literacy and numeracy. The approach is having a positive impact on the pupils' standards of attainment in both English and mathematics.
16. Pupils with special educational needs achieve standards appropriate to their age and ability. They make good progress in developing skills in reading and number work. Very good provision is made for this group of pupils; they are well supported in lessons by teaching assistants who are clearly briefed and who understand pupils' needs and their learning targets. Teaching assistants are fully involved in planning lessons and they have a positive impact on learning. Their work is a strength of the school. During the inspection little difference was observed between boys and girls in the standards they achieved. Able and talented pupils achieved standards that were very high. The very good management of the school and the leadership provided by subject co-ordinators has consistently focused on improving the quality of teaching and learning. This is a significant contributory factor in the standards seen.
17. These judgements represent a significant improvement on those reported following the last inspection when standards in information and communication technology were judged to be unsatisfactory and all other subjects satisfactory.

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

18. *In the lessons observed during the inspection, pupils' attitudes to learning were excellent throughout the school. Behaviour in lessons and around the school was very good. Pupils know what is expected of them, and respond positively to the encouragement and opportunities provided for them. Attendance levels are above those seen in primary schools nationally.*

19. Relationships between adults and pupils, and between pupils, within the school are excellent. These relationships encourage excellent attitudes, and successfully promote very good values and personal development. Parents identify that their children are happy to be at school. Pupils are very keen to learn, and approach their work in an enthusiastic manner. They pay good attention to their teachers. They readily talk about their work and their feelings without fear or embarrassment, knowing their contributions will be listened to and valued. In the Foundation Stage, the children's personal, social and emotional development are fully provided for. As a result, younger pupils are confident in their exchanges with adults.
20. Pupils' behaviour in the classrooms, around the school and at play is very good. They enjoy their lessons. Pupils know the school rules, and respond well to the praise and encouragement freely given. Teachers promote high standards of behaviour by managing pupils well, correcting any unacceptable behaviour immediately. Pupils recognise the difference between right and wrong and appreciate the effect of their actions on others and the environment. Pupils feel safe and secure in school, and are confident that if problems occur, they are swiftly and effectively dealt with. There were no exclusions during the last school year.
21. The school is providing pupils with an environment that is free of sexism and racism. No bullying or intimidating behaviour was observed during the inspection. Where incidents of bullying have occurred in the past, appropriate action has been taken by the school, including the involvement of a specialist team to offer advice and support. In role-play during lessons, pupils demonstrated great empathy with each other and worked very co-operatively in groups that successfully mixed boys with girls, and pupils of differing abilities.
22. The excellent relationships contribute significantly to the school's positive ethos. Pupils form constructive friendships, and care for each other, for example older pupils help to organise play activities for younger pupils, and pupils appointed as librarians read stories to younger pupils during the lunchtime break. Pupils are courteous and polite to each other and to visitors. In classrooms they collaborate well, work well together in pairs, share resources and help one another. For example, in a Year 5 lesson pupils worked very co-operatively together to produce a slide presentation using *PowerPoint*.
23. Pupils listen carefully to their teachers, and try very hard to improve. For example, during a Year 3 lesson on throwing the javelin, pupils listened very carefully to the coaching points offered, and as a result made good improvements in their throwing technique.
24. Pupils readily accept and respond well to the opportunities for responsibility offered to them. They are given practical and worthwhile opportunities to develop a good understanding of responsibility and citizenship when representatives from all classes, including the youngest pupils, contribute to the work of the School Council. The views of pupils are very effectively obtained through the regular class circle time sessions, and the School Council representatives then relay pupils' views at Council meetings. Pupils recognise that their views and requests are listened to, valued and, where appropriate, acted upon. For



example, their suggestions have resulted in the choice of a range of seats and seating areas in the playground and wild area of the grounds. All pupils in the school had the opportunity to vote in a secret ballot for the School Council Leaders, following presentations in a school assembly by those pupils who wished to be considered for that role.

25. Pupils enjoy taking part in, and respond well to, the wide range of varied extra-curricular activities available to them, from music to football. Teachers and other helpers give generously of their time to enable pupils to have a breadth of experiences. The range of opportunities and contacts with a variety of community organisations enable all pupils to effectively develop citizenship.
26. The attendance rate at the school in the last academic year of 95.7 % was well above the average nationally. There was no unauthorised absence. The attendance record of nearly all pupils is very good. Most pupils arrive punctually at school, ensuring a prompt and effective start to the school day. Appropriate procedures are in place to monitor late arrivals. Pupils move around the building, and from task to task within classrooms, with a minimum of fuss and no time is wasted.
27. These judgements represent an improvement on the already good standards of behaviour reported in the last report. Attendance levels have maintained their high level. The school has an effective policy in place for improving attendance and works closely with the local education authority (LEA) welfare service to monitor absence from school.

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

28. ***The teaching observed during the inspection was of a good standard. This represents a significant improvement on the quality of teaching observed during the last inspection. Evidence collected from the teachers' planning records and from the pupils' books indicates that the teaching observed during the inspection is typical of that usually found in the school.***
29. There are five classes in the school. A reception class provides education for four and five-year-olds. All infant pupils, aged six and seven years, are taught in one class. There are three junior classes; a class for eight-year-olds (Year 3), one class with both nine and ten-year-olds (Years 4 and 5), and a class for ten and eleven-year-olds (Years 5 and 6). Teachers teach their own class for all subjects.
30. During the inspection, 31 lessons or part lessons were observed. In total this amounted to just under 20 hours of teaching and learning. Teaching was judged to be excellent in five lessons, very good in ten lessons, good in nine lessons and satisfactory in the remainder. No unsatisfactory teaching was observed during the inspection. This represents a significant improvement on that reported following the last inspection.
31. Common strengths where teaching was at its best were:
  - the very high quality of the teachers' planning;
  - the way teachers used questions to help pupils develop their ideas;
  - the time teachers provide for pupils to reflect on answers and discuss ideas;
  - the teachers' high expectations about the progress pupils would make in the lesson;

- the teachers' understanding and knowledge of the subject.
32. These strengths played a major part in the good progress made by the pupils. Apart from the reception class and Year 3 all classes contained pupils of different ages. Teachers planned carefully for the range of needs within their classes using some supporting advice from the LEA.
  33. Where the teaching was satisfactory, a common relative weakness was that time was not used to best effect with pupils sitting and listening to the teacher for too long. As a result the progress made in learning was only satisfactory.
  34. Excellent and very good teaching was characterised by the high quality of teachers' planning. This ensured that lessons had a clear focus and the pace of teaching was brisk throughout. For example, in a Year 3 history lesson where pupils were developing their knowledge the Tudor period, the teacher dressed as and acted out the role of Henry VIII while talking to and being questioned by the pupils. Good resources were also used in this lesson. The teacher's enthusiasm for the work was quickly matched by the way the pupils responded. They made very good progress. By the end of the lesson the majority were much clearer about aspects of Tudor life and politics, and the reasons for the actions Henry took with his wives.
  35. The quality of the teachers' planning was of an equally high standard in lessons when the teaching was satisfactory. However, the planning was not consistently used to such good effect. For example, in an English lesson Year 2 pupils were given insufficient opportunity to develop their own ideas and extend their skills in writing and the progress made in the lesson was only satisfactory.
  36. Provision for pupils with special educational needs is very good. Teaching assistants are closely involved with classroom planning and work very effectively with teachers. They work very effectively to support pupils' learning. Throughout the inspection there were many examples of teaching assistants supporting and encouraging pupils so that barriers to learning were removed. This is an improvement since the last inspection.
  37. ***Teaching in the reception class was good.***
  38. Four lessons were observed in the reception class. Teaching was judged to be very good in two lessons, good in another and satisfactory in the remaining lesson.
  39. The planning for lessons was detailed and provided a clear picture of the way children's learning would progress. In all the lessons the teacher and teaching assistant were very clear about their complementary roles and they supported each other very effectively. The teacher's questions enabled children to respond with their own suggestions, and the higher attaining children were able to articulate ideas and demonstrate their understanding very effectively. In all the lessons observed the teacher insisted that children listened with care to instructions. This approach is giving children the necessary disciplines that will enable them to cope with the more formal learning in the Year 1. Some restrictions were placed on

teaching in the aspect of physical development by the lack of access to an appropriate outside play area.

40. ***In the Year 1 and 2 class teaching was satisfactory, overall.***
41. Five lessons were observed in the class. Teaching was good in one lesson and satisfactory in the other lessons.
42. The teacher's planning for the lessons was of a good quality. However, the lessons lacked pace and pupils made only satisfactory progress in learning. For example, in the English lesson where pupils were developing their reading and writing skills, the introduction to the lesson was too long. This meant that pupils became restless and a small number lost interest in the activities. When the pupils moved to work in groups they responded positively to the tasks and completed them in a satisfactory way. However, over the period of the lesson the progress in learning was only satisfactory.
43. ***In the Years 3 to 6 classes teaching was very good, overall.***
44. Twenty-two lessons were observed in the three classes. Excellent teaching was observed in five lessons, very good teaching in eight lessons, good teaching in seven lessons and satisfactory teaching in the remaining two lessons.
45. Excellent teaching occurred in lessons where pupils were being taught English, mathematics and history. In all five lessons the teachers used every opportunity to help pupils evaluate and develop their own learning. For example, in a Year 5 and 6 history lesson where pupils were using images of artefacts as sources of historical evidence, consistently challenging questions by the teacher helped pupils interpret the evidence they had and make logical deductions from it. The highest attaining pupils were working at a higher level than that usually expected for the age group. The lower attaining pupils also made excellent progress. By the end of the lesson there were substantial gains in the pupils' understanding.
46. Very good teaching was observed in all three classes. Careful preparation of resources enabled pupils of all stages of development to be successfully challenged. For example, in a Year 4 and 5 art lesson, following work on environments and habitat, the teacher used her sketchbook as a very good demonstration of how to collect visual information. Pupils then went outside and began preparatory work in producing life-sized sculptures. Progress was very good as the teacher consistently reminded pupils to, '*Keep focussed on what you are trying to produce*'.
47. ***The teaching observed in English was very good.***
48. Eight lessons were observed. Teaching was excellent in two lessons, very good in three lessons, good in one lesson and satisfactory in the remaining two lessons. The excellent and very good teaching was characterised by the way teachers had very clear objectives which were communicated effectively to pupils. For example, in an English lesson following work on Egyptian mythology, Year 5 and 6, pupils were given the task of dramatising and then

writing their account of the first meeting between Seth and Horus. Pupils collaborated very effectively. The dramatic presentations and the finished written work were of an excellent standard. In the Year 1 and 2 class, teaching was satisfactory. In Years 3 to 6 class teaching varied from being good to excellent. In Years 1 and 2 too much time was spent on short discrete exercises which did not challenge pupils sufficiently. Insufficient opportunities were provided for pupils to develop their writing for a range of purposes and for Year 2 pupils in particular to write at greater length.

49. ***The teaching observed in mathematics was good.***
50. Five lessons were observed. Teaching was excellent in two lessons, very good in one, good in one and satisfactory in one lesson. The excellent teaching occurred in the Year 5 and 6 lessons where pupils were improving their knowledge and understanding of rapid mental calculation processes. The teacher's enthusiasm, together with her clear understanding of the subject was quickly transferred to the pupils, who were excited by the activities. Pupils learnt at a very high rate. In the Year 1 and 2 class teaching was satisfactory. In Years 3 to 6 class teaching varied from being good to excellent.
51. ***Overall, in all the other subjects of the curriculum, the teaching observed was judged to be good. Excellent or very good teaching was observed in a number of subjects including science, art and design, and history.***
52. Four science lessons were observed, teaching was very good in one, good in another and satisfactory in the remaining two. In the two art and design lessons observed teaching was judged to be very good. In the three history lessons observed, one was excellent, one very good and one satisfactory. In information and communication technology and music, one lesson was observed in each subject and teaching was good. In the three physical education lessons observed teaching was good. Teachers' subject knowledge is good and this is an important factor in the good teaching seen. Teaching is well supported by the co-ordinators who provide good support and advice to their colleagues. The senior management of the school has ensured that support for co-ordinators is a key priority. This has had a significant effect on the quality of teaching across the school.
53. ***The progress made by pupils as they move through the school is good and at times very good.***
54. Children make good progress in the reception class, so that they enter the Year 1 and 2 class with standards that are in line with those typically found for the age group. The evidence indicates that standards attained by eleven-year-olds are above those typical for their age group. Many pupils are on track to attain at a higher level than that typically found in primary schools. The evidence in the pupils' books demonstrates that over a period of time, pupils are developing their knowledge, skills and understanding in all subjects. Progress in English, mathematics and science is particularly secure by age eleven. An examination of the work in the present Year 6 pupils' books, indicates that all but a small number are on track to attain the nationally expected level (Level 4). A significant number are on track to attain at Level 5.

55. The progress made by pupils is a reflection of the high quality of teaching. In three-quarters of the lessons observed during the inspection, the pupils made good or very good progress in their learning. Very good progress was observed in lessons where English, mathematics and science were being taught. The very good progress was a result of the way in which the lessons had been planned in great detail, making use of national guidance and the school's own scheme of work for the subjects. The focus on improving the school by the headteacher is also an important contributory factor. Pupils were provided with stimulating materials except in writing activities in Year 1 and 2. They showed excitement about their learning. In all the lessons observed pupils made at least satisfactory progress.
56. Pupils who have been identified as having special educational needs make good progress as they move through the school. Pupils are very well supported by enthusiastic and caring teaching assistants. In the best lessons, pupils are provided with structured opportunities that enable them to build on their past learning. Able and talented pupils are provided with opportunities to develop their learning independently, particularly in Years 5 and 6. Effective planning ensures that pupils of different ages in the same class learn well.
57. These judgements represent a significant improvement on those reported following the last inspection when teaching was judged satisfactory overall. The proportion of excellent and very good teaching has also risen considerably. Important contributory factors to this have been the improved management of the school and the significant role undertaken by co-ordinators.

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

58. *The curriculum provided by the school is very good overall. It is broad and balanced and contains a range of worthwhile opportunities for the pupils. A very good range of out-of-school clubs and activities is a strength of the provision; this enhances the standards attained by pupils. The school gives appropriate emphasis to developing skills in reading, writing and number work. Provision for pupils with special educational needs is very good. The time allocated to teaching is appropriate. All the statutory requirements for the curriculum are fulfilled.*
59. The school is providing the youngest children in the reception class with appropriate and challenging learning experiences. Work in this class is carefully planned and makes good use of the national guidelines for young children. Planning uses the guidance to provide learning in small but accessible steps. As a result the children in the group have made good progress in the short time they have been in the school. A weakness is the provision for outdoor play. There is insufficient large play equipment and the outside play area is unsatisfactory. The school is aware of this and plans have been drawn up to address these needs.
60. The school has devoted more time to the teaching of English and mathematics. In Years 1 and 2 and in Years 3 to 6, subjects are timetabled and history and geography are taught in

alternate terms. The curriculum is broad and balanced and provides an effective programme for pupils' learning. Aspects of citizenship are included at various points including English where pupils discuss the motives and goals of fictional characters, in history where they put themselves in the place of people who lived long ago and study what they did and why they acted as they did. The school includes a range of activities to broaden pupils' experience including residential opportunities for older pupils.

61. The school's approaches for teaching the basic skills of numeracy and literacy are effective. The planning takes full account of the National Literacy and Numeracy Strategies and this makes a good impact on teaching and learning. In other subjects, the school has made very good use of national guidance to inform its planning. This has ensured that the quality of planning has improved since the last inspection. It now provides a very secure framework for teaching and learning. Teachers are beginning to look for links across subjects and progression within subjects. Developing these links across the curriculum is a high priority for the school. Teachers ensure that they develop opportunities in other subjects for pupils to apply skills learned in literacy and numeracy. For example, in a Year 3 history lesson learning about the power of a Tudor Monarch, pupils wrote a persuasive letter to the Pope from Henry VIII asking for a divorce from Catherine of Aragon. Pupils in Years 1 and 2 wrote postcards in a geography lesson to describe weather and physical features. Information and communication technology is used to analyse data and create graphs from investigations in science and geography.
62. Teachers' planning and practice take account of any special needs pupils may have. The school caters very effectively for pupils with a range of needs. This reflects the inclusive ethos of the school and its intention to recognise and develop individual talents, ensuring that individual pupils reach their potential. The commitment of the staff and their good use of time and resources remove barriers to learning. Very good support from teaching assistants and appropriately targeted tasks result in pupils making very good progress.
63. The school is very effectively implementing the new Code of Practice for pupils with special educational needs. Individual education plans are used well to plan, monitor and evaluate the progress pupils make. All pupils are encouraged to work co-operatively.
64. The special educational needs co-ordinator provides very good leadership and works in close partnership with outside agencies. Provision for pupils with special educational needs is very good. This represents good progress since the last inspection.
65. The school offers a wide range of out-of-school activities that have a very positive impact on pupils' development. This is a strength of the school. Activities take place outside lessons and after school. The range of opportunities offered develops skills and knowledge beyond the curriculum and caters for a wide range of interests. Opportunities include sport, art, information and communication technology, drama and music. They are offered to most pupils and pupils clearly gain from them. An example of this was in the drama club where pupils were involved in improvisation work. In the information technology club pupils were extending work they had done in lessons, and in the art club pupils were doing observational drawings from still life. Residential visits are built into the annual programme and make a

significant contribution to both the intellectual and social development of pupils. Good use is made of the local environment to support learning in both geography and science. Visits are made further afield to extend pupils' experience. An example of this was a trip to Bath in connection with the work about Roman baths

66. Good provision is made for pupils' personal, social and health education. Very good quality planning, which includes clear intentions for exactly what pupils are to learn, ensures that all pupils have access to a well co-ordinated programme of teaching. This covers health education, including drug misuse and awareness, sex education, social skills and environmental education. Good links have been made with the local police, who contribute to the programme. The school has recently been accredited as a 'Healthy School' as part of the national Healthy School Awards scheme. Personal and social education is included regularly in the timetable for all classes. In a Year 3 circle time lesson, a strategy for helping pupils understand the needs of others, the issue of bullying was discussed. The pupils made very sensible and thoughtful contributions. These activities contribute to pupils' development as responsible future citizens.
67. A School Council has been established and is beginning to provide pupils with a real opportunity to contribute to the decision-making process in school. The impact of the council was seen recently through pupils' involvement in ideas about the design of outdoor furniture and the development of the quieter section of the play area. This is a special area adjacent to the playground which has been developed as a retreat for pupils who do not always want to be involved in the busy playground area. Older pupils feel that younger members of the council make a good contribution and younger members feel that they are listened to. As a result of the quality of provision for personal, social and health education, pupils make very good gains in learning.
68. The local community makes a good contribution to pupils' learning. The school is an important part of the village community and many local groups use its facilities, for example, church groups, the Honiton lace makers and a dance school. Groups such as the Woodbury Garden Club and the musical and historical societies have helped the school and become involved in school projects and fundraising. Adults with special talents, knowledge, interests and skills often visit and support the children's learning. For example, a local artist worked with Year 1 and 2 pupils on a weaving project. Parents and volunteers listen to children read and one parent provided support in the Year 4 and 5 classroom and also supported the teacher after school in the art club.
69. The deputy headteacher has established excellent links with the primary school liaison teachers at the local high schools to support the transition of pupils to secondary education. For example, the pupils follow the national transition programme in the summer term. A series of visits to their high school have been planned including a visit to the library on library skills. Pupils have a 'meet the tutor' day and a science activity day. Teachers from the high schools visit Woodbury to talk about the pastoral side of school. Pupils attaining Level 3 in the Year 6 national tests attend a summer school. A summer school focussing on problem solving and intellectual tasks is provided for able and talented pupils.

70. ***Provision for pupils' spiritual, moral, social and cultural development is very good overall.***
71. The school is a close-knit community where teachers and pupils know each other well. Relationships are warm and supportive and the school provides a very caring ethos that allows pupils to grow and which values individual strengths and differences. Evidence of this is seen in the way pupils with special educational needs are integrated into the life of the school and are enabled to take part in all its activities. The school encourages independence and responsibility, with older pupils caring and being responsible for younger pupils. An example of this is the story time sessions that the library monitors provide for the younger pupils at lunchtime.
72. Many opportunities are offered for pupils to explore values and beliefs. Where teaching is at its best, pupils' questions are welcomed and space is created for them to reflect and develop their own thoughts, feelings and ideas. Assemblies provide valuable time for pupils to reflect on issues such as, things which are personal and special to us as individuals. An example of this was the theme of the assembly observed during the inspection. Pupils were asked to think about how well they know themselves and reflect on their strengths and weaknesses and making right decisions. This was handled with sensitivity and pupils responded very thoughtfully to the experience.
73. Pupils have a very good sense of right and wrong. Teachers often encourage pupils to discuss moral issues in circle time or when they arise spontaneously in lessons. In an English lesson about plot, Year 4 and 5 pupils were asked to choose a dilemma and think carefully about a resolution. Pupils are able to think through the consequences of their own and others' actions and as a result, they are very considerate towards each other both in classrooms and in the playground.
74. There is very good provision for the pupils' social development. The school council provides good opportunities to develop pupils' sense of responsibility. Teachers expect pupils to get on well in group and class activities. In a Year 4 and 5 music lesson the pupils learned of the need to 'pull together' to achieve a common goal as in an orchestra. Relationships in lessons are excellent. Pupils respond very positively to each other and to their teachers. This is a strength of the provision. This leads to a very positive but purposeful working atmosphere.
75. Opportunities for cultural development are good. Pupils learn about their own culture in a number of subjects. In geography they learn about the immediate area. In history they study aspects of the Victorian era on traditions in this country. In religious education they explore Christianity and other religions. Through geography, classes study the culture and lifestyle of a different country.
76. In classes and around the school there are artefacts and examples of pupils' work exploring different facets of other cultures. Examples included music and musical instruments, literature and art work using the style of Indian Rangoli patterns



77. These judgements reflect the way the school has evaluated and developed its provision since the last inspection. The school has made significant improvements in the provision for spiritual, moral, social and cultural development.

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

78. *The school provides a very good level of care for its pupils. Teachers and support staff are accessible, caring and thoughtful. Procedures for assessment are very good and have improved since the time of the previous inspection. The school makes good use of the information gained from assessments in planning the next stage of learning for pupils.*
79. The school continues to provide very good support, advice and guidance for its pupils, and this is a significant strength of the school. Relationships within the school are excellent. All staff provide very caring and thoughtful support to pupils; they are accessible and responsive to pupils' pastoral needs. The excellent relationships throughout the school create a very good learning environment and have a very positive impact on pupils' learning. Parents are happy with the support and guidance offered to their children.
80. The school has high expectations of good behaviour, clearly explained and understood. Pupils respond very well to the praise and encouragement from all members of staff. Regular weekly assemblies provide good opportunities for celebrating pupils' individual work, effort and good behaviour.
81. Pupils' behaviour at lunchtime, and in the playground areas during break time and lunchtime, is very good. Good levels of supervision in school and on play areas at break and lunchtime have a beneficial effect on behaviour.
82. There was no evidence of oppressive behaviour or bullying during the inspection. When incidents of bullying have occurred in the past, appropriate action has been taken by the school, including the involvement of a specialist team to offer advice and support. It was very evident in a circle time lesson observed during the inspection "*What does it feel like to be bullied?*" that pupils had derived great benefit from opportunities offered to explore what it feels like to be the victim of bullying, and had worked out strategies to avoid potentially difficult situations. In role-play during this lesson, pupils demonstrated great empathy with each other and worked very co-operatively in groups that successfully mixed boys with girls, and pupils of differing abilities. Pupils confirm that they feel safe and secure within the school and the playground.
83. Monitoring of pupils' social development is very good. Class teachers and teaching assistants play an important role in the care of pupils, and in monitoring and supporting their social development.
84. The school has developed very good procedures for monitoring the academic progress of individual pupils. The school makes very effective use of data about its performance to plan and set targets for development and improvement, these include both academic targets and targets for social behaviour and effort. Pupils' progress in individual subjects is carefully recorded and monitored. Targets for individual pupils are set following discussion with parents at the consultation evenings, and are reviewed termly. Individual targets are linked to school's global targets.

85. The developing programme for personal, social and health education plays a significant role in promoting pupils' personal development. The programme has a specific place in the school timetable, and includes appropriate education on health, sex and the dangers of drug abuse. Pupils' experiences are enhanced by opportunities educational visits, including residential visits.
86. The School Council meets regularly to discuss matters that have been raised during circle time discussions within classes
87. School procedures for recording and promoting pupils' attendance meet statutory requirements and are successful. Parents know what to do when their child is absent. The school has recently successfully introduced a computerised attendance recording system. The school's monitoring arrangements are very good, and there is good regular liaison with the education welfare officer.
88. Child protection procedures are very good and fully meet statutory requirements. The headteacher is the person designated as having responsibility for child protection. All staff, including lunchtime supervisors, are regularly reminded of the importance of being vigilant and are aware of the procedures to be followed if there is a concern.
89. The health, wellbeing and safety of pupils are given an appropriately high priority. The school places high emphasis on being a "Healthy School". Regular safety checks of the school premises are carried out. The school has recently refurbished pupils' toilets, and provided a disabled toilet facility. The governors are aware of the need to provide access for all pupils, and they have an accessibility plan in place.
90. Overall these judgements represent an improvement on those reported following the last inspection, particularly in the areas of assessment, and monitoring of pupils' academic progress and social development.

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

91. *The parents who returned the inspectors' questionnaire or attended the parents' meeting were very supportive of the school. They expressed satisfaction with the standards achieved by their children and with the information they receive from the school. Parents are very clear that children enjoy life in school, staff care for them well and help them to develop very good attitudes to learning and each other. Parents are confident in approaching the school on any matter. They are clear that the school has improved in a number of ways since the last inspection. They appreciate the fact that the school expects their child to work hard and achieve his or her best. Parents judge the school to be very well led and managed. They consider pupils' behaviour to be very good. Some parents feel that the range of activities outside lessons could be improved.*

92. Parents have a very positive view of the school. They indicate that pupils enjoy coming to school. Parents feel welcome in school, and able to approach the headteacher and all staff. They appreciate the support and guidance given. Parents value the school's emphasis on encouraging their children to work hard and do their best. They feel that the school is helping their children to become mature and responsible.
93. There is a strong emphasis on encouraging parents to be involved in the education of their children, and the headteacher works hard to ensure effective communication.
94. Many parents take the opportunity to discuss matters on an informal basis at the start and end of the school day. Attendance at the termly consultation evenings is high, and follow-up appointments are offered to those parents who do not attend, or who cannot attend because of work commitments. At the autumn consultation evening, individual targets are discussed and recorded. In the spring, parents have an opportunity to review progress towards these targets. After they have received the annual written report on their child, there is a formal opportunity to discuss their child's progress.
95. Arrangements for the induction of pupils are very good, and parents are involved effectively in this process. The prospectus provides parents with a wide range of useful information about the school and its organisation. The annual report to parents by governors meets all the statutory requirements, and is well produced and informative, giving a clear picture of the school's life and work.
96. Termly newsletters give parents of pupils in each class a good range of information concerning the areas of work their child will be studying in that term. School newsletters are produced regularly, giving a good range of information about forthcoming school events. The school has recognised the need to give parents more information about the curriculum. Having carried out a survey to establish the most suitable time for most parents, the school arranged a mathematics evening in autumn 2002. Attendance was good, assisted by the provision of a creche facility.
97. There is a clear homework policy, and through pupils' homework books, parents are given extensive information regarding the homework set weekly. There is very good information on how parents can support their child's current learning and encourage them to undertake research on future topics. It is clear from books scrutinised that parents respond well, using the homework books as a good means of communication with their child's teacher. Parents are encouraged throughout the school to hear their child read on a regular basis, and it is evident from scrutiny of the reading record books that parents respond positively to this encouragement.
98. Annual written reports to parents are excellent, indicating a substantial improvement since the last inspection. They give useful information about the work covered as well as information about what pupils know and can do. Information about personal development and attendance is also included. Reports give parents good information as to the progress their child has made, how he or she can improve further, and how parents can help them to

do this. There is a good opportunity for the pupil to contribute, describing what the pupil considers his or her special achievements during the year.

99. The school keeps a record of any complaints received, and action taken to address them. Scrutiny of the complaints book showed that there were few complaints, and that those reported had been dealt with in an appropriate way.
100. The school receives very good support from parents in a number of ways. There is an active Parent Teacher and Friends Association (PTFA). This continues to raise considerable sums of money to enable the school to enhance its provision. A range of social activities are also organised. A number of parents regularly help in the classrooms, hearing pupils read, and supporting pupils' activities. A larger number of parents provide valuable support when educational visits take place. The help provided is very much valued and appreciated by the school.
101. The school's relationship with parents, and its work in partnership with parents, have shown a considerable improvement since the last inspection, particularly with regard to individual annual written reports, and in communication about homework. Some parents' concerns about a limited range of extra-curricular activities are unfounded. For a school of this size and type, there is a very good range of varied extra-curricular activities available to pupils.

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

102. *Overall, the leadership and management of the school are very good and are a strength of the school. Since the last inspection, the school has made significant improvements to its leadership and management, which have had a positive impact on the effectiveness of the school. The headteacher, deputy headteacher, governors, teaching and support staff now have a shared vision and a commitment to raising standards whilst maintaining the caring ethos of the school. The senior managers and governors work closely together focussing on improving educational provision in school.*
103. The headteacher leads the school very well. He has met the challenges laid down by the last inspection in a robust manner and has set out clearly his vision for the school. He has worked closely with the very effective deputy headteacher and with a staff and governors who have been and remain very keen to play their part in school improvement. As a result, the school has a clear sense of direction, has developed its self-evaluation skills and has raised pupils' standards of attainment to higher levels, whilst retaining the excellent ethos.
104. The role of the subject leader has been a priority for development since being identified as a key issue in the last inspection. There is now some very strong subject leadership in the school. The role of the subject leader has been re-defined and a common approach developed to the monitoring and evaluation of subjects, including a role for link governors. Work scrutiny is carried out by the senior management team and by subject leaders but there is not yet specific time allocated for the subject leaders to do this. For literacy and numeracy the monitoring has been enhanced by a programme of lesson observations. As

yet this has not been extended to other subjects. Consistency in the skill of lesson observation was developed through paired observations with LEA advisers. The school monitoring programme has been extensive in terms of time and effort and has had a significant impact on improving provision. In a small school where staff hold multiple curriculum responsibilities considerable demands on their time have been made. The programme of improvement has been very effective overall and staff have developed increased levels of skill both as teachers and managers as a result.

105. Each subject leader is allocated a budget for their subject, in line with the priorities set out in the School Improvement Plan. These budgets are managed well. The amount allocated to the foundation subjects is small and is often used to top up resources rather than being aimed at developmental work. Some subjects have benefited from grants from outside agencies, including the PTFA, community groups and industry.
106. The governing body is very effective. The chair of governors and committee leaders discharge their responsibilities very well. Governors know their school very well and have a very good understanding of its strengths and areas for development. They work in partnership with the school's management team in addressing the key issues from the last inspection and in producing a clear and comprehensive plan for future school improvement. They are fully involved in the production of the School Improvement Plan and assess competing priorities in the targeting of budget. The School Improvement Plan committee monitors the progress and impact of the plan.
107. Governors are very informed about the work of the school and are active reviewers of it. Each governor is linked with a subject or aspect leader. Governor skills and interests are matched with the most appropriate school areas. Governors take part in discussions, monitor the subject in action, audit resources and produce a written report. It is to the credit of staff and governors that this is handled sensitively and effectively and brings great benefit to the school. In addition, governors receive regular reports from teaching staff about progress and developments in their subjects and management areas. The governors' annual report to parents is a very clear, informative and readable document which tells parents much about the school including a very informative section on pupils' attainment.
108. Governors apply the principles of best value to all their decision making. The governing body complies fully with statutory requirements. It is implementing the statutory processes for performance management and the setting of annual performance targets for the headteacher.
109. ***The school knows its strengths and weaknesses well. The School Improvement Plan has a detailed programme for development over three years. The plan is closely monitored.***
110. The School Improvement Plan has an outline development plan for three years and a detailed plan for each year. The curriculum focus has been on literacy, numeracy and science and there has been a raising of attainment in all three core subjects and in particular maths and science. The focus on developing the role of subject leader has also had a

significant impact on working to a common agenda and in raising standards. This has had most impact in the core subjects of English, mathematics and science, but there has also been notable success in some other subjects, although they have not been a focus in the School Improvement Plan.

111. The senior management has ensured that schemes of work and policies are in place for all subjects and that the schemes are translated into good quality medium and short-term plans, adapted to the school's needs. Planning focuses closely on what pupils are going to learn, providing a clear structure for teaching. To enable teaching to have the maximum impact on pupils' learning, teachers' plans are monitored and classroom assistants are closely involved in the delivery of the planned outcomes. The impact of the planning process on learning outcomes is evaluated regularly. This has resulted in increasingly effective teaching and learning. Information from national assessments in English, mathematics and science and other data is gathered and analysed in detail to compare the school's performance with that of other schools nationally, with similar schools and with pupils' prior attainment. Question-by-question analysis of standardised tests is carried out to work out the implications for teaching, and teachers' plans are adjusted accordingly. Assessment information is used to guide curriculum planning and procedures for monitoring and supporting pupils' academic progress are in place. The assessment has been enhanced by the use of the '*Assessment Manager*' computer program.
112. The co-ordinator for special educational needs is providing good leadership. She works very closely with staff to ensure that this group of pupils is safe, secure and progressing well. The area of special educational needs has a high profile in the school and parents feel that the school deals well with any issues. The co-ordinator's relationships with parents are good. The school has pupils with a wide range of special educational needs, which are identified early, and the co-ordinator has worked hard to ensure that they are catered for as effectively as possible. The co-ordinator knows all the pupils with special educational needs well and has comprehensive documentation on all of them. Resources for special educational needs have been audited and the format of individual education plans for pupils with special educational needs are reviewed regularly and discussed with parents. The link governor has played an important part in monitoring the work of the school in special educational needs. She has reported to the governors' finance committee and helped ensure that the budget allocated is monitored for best value. The co-ordinator plans to use her budget in the autumn term to enhance the reading resources and to introduce the '*Numicon*' programme to improve this group of pupils' competence and confidence in mathematics. Teaching staff and classroom assistants will be trained in its use.
113. The new government requirements for pupils with special educational needs have been implemented. The governing body is fully aware of the issues of access to the building and is looking at ways of addressing these.
114. Good use is made of income that is designated for a particular purpose. In particular, the money identified to support pupils with special educational needs is well targeted. Other specific grants have been used effectively, particularly implementation of the national strategies for literacy and numeracy and the associated intervention programmes. Staff

development is linked to the priorities in the School Improvement Plan. This has focused on English and mathematics and statutory areas such as training for the implementation of the new national Foundation Stage Profile.

115. Good systems are in place for the administration and day-to-day management of the school's financial affairs. Roles and responsibilities are appropriately defined. The headteacher, finance committee and school administrator work well as a team. The school administrator is very effective, has access to an appropriate range of technology to support her work and to enable the administrative side of the school to run smoothly.
116. The school is generously staffed and governors have taken a decision each year to keep the pupil:staff ratio low with the expectation that this will result in raising and maintaining high standards. Teaching staff have a good range of qualifications and are committed, hard working and generous with their time. The length of experience of some teachers is short, but they have become skilled professionals in a relatively short time. They have benefited from the support of experienced teachers acting as mentors. Staff take up opportunities for further training. They willingly strive for further improvement, though budgetary restrictions sometimes inhibit this.
117. The school accommodation is well maintained with attractive displays of pupils' work enhancing the school environment. These displays demonstrate the range of work in all curriculum areas. The upkeep and development of the building and site are treated very seriously by the school. The governors' premises committee has a clear action plan included in the School Improvement Plan. The building has been imaginatively developed in the last year with a new classroom created in the roof space, a new library formed and toilets have been upgraded. The next planned step is for the former library to be developed to create a multi-purpose teaching area. A resource preparation area is well used and has been much valued by staff. The classrooms are mostly spacious though one is rather cramped. The furniture and accommodation are fit for purpose, though the hanging of coats and bags is a problem. The hall has two different floor types which presents some difficulties in physical education and other activities.
118. The premises committee recognises the need to develop the outside area for Foundation Stage children. This is identified in the School Improvement Plan but has not yet been implemented. An outline plan has been drawn up and the school was disappointed that it did not receive a 'seed challenge' grant. The committee is also mindful of the needs of the disabled. The different levels of the school presents some difficulties in providing disabled access but the school has plans for addressing them. The caretaker keeps the building very clean and the site is free from litter.
119. The school has a hard play area and a grassed area. In addition, it has an outdoor swimming pool, a willow garden and an adventure playground. This is currently not in use because of the need to repair one piece of equipment. The willow garden is a very valued resource but is restricted in its use according to conditions underfoot. The limits to the use of these areas should be reviewed in order to extend access periods.



120. The range of the school's learning resources are not consistent across all curriculum areas with some curricular areas well resourced and others less so. School resources are enhanced by good use of, for example, the Museum Service's artefacts and resources brought in by staff. Resources are used imaginatively and very well in lessons. The recently developed computer area in the upstairs classroom provides some pupils with good opportunities to develop their computer skills. All pupils have access to computers within their classrooms and these are networked.
121. The last inspection found management to be under-developed. The school has worked very hard on this key aspect of its work. The small size of the school means that staff carry a range of responsibilities and a considerable workload. This has been well managed by the school, ensuring that the primary focus of improvement of teaching and learning has been maintained. The strong leadership of the headteacher working in partnership with the very able deputy headteacher, together with the hard work of the committed school staff and governors, has overcome the issues identified. The management of the school shows very significant improvement and is now very effective.

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

122. In order to maintain the high standards and improve its educational provision for pupils the headteacher, governors and staff should:

(1) Improve the standard of writing for seven-year-old pupils by:

- ensuring that the range of writing they undertake is appropriately broad;
- providing sufficient opportunities to enable them to consolidate and extend their skills.

*(Further references to these issues can be found in the numbered paragraphs of the full report 8, 13, 42, 48, 153, 164, 171)*

(2) Improve the facilities available for children in the Foundation Stage by:

- providing an appropriate facility for outdoor play and outdoor equipment, to enable them to benefit from the rich variety of learning opportunities appropriate for children of this age

*(Further references to these issues can be found in the numbered paragraphs of the full report 39, 59, 128, 147)*

## PART C: SCHOOL DATA AND INDICATORS

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

|                                                                      |    |
|----------------------------------------------------------------------|----|
| Number of lessons observed                                           | 31 |
| Number of discussions with staff, governors, other adults and pupils | 19 |

### *Summary of teaching observed during the inspection*

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 5         | 10        | 9    | 7            | 0              | 0    | 0         |
| Percentage | 16        | 32        | 29   | 23           | 0              | 0    | 0         |

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.*

### *Information about the school's pupils*

| <b>Pupils on the school's roll</b>                                    | YR – Y6 |
|-----------------------------------------------------------------------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 130     |
| Number of full-time pupils known to be eligible for free school meals | 4       |

*FTE means full-time equivalent.*

| <b>Special educational needs</b>                                    | YR – Y6 |
|---------------------------------------------------------------------|---------|
| Number of pupils with statements of special educational needs       | 2       |
| Number of pupils on the school's special educational needs register | 23      |

| <b>English as an additional language</b>                | No of pupils |
|---------------------------------------------------------|--------------|
| Number of pupils with English as an additional language | 0            |

| <b>Pupil mobility in the last school year</b>                                | No of pupils |
|------------------------------------------------------------------------------|--------------|
| Pupils who joined the school other than at the usual time of first admission | 6            |
| Pupils who left the school other than at the usual time of leaving           | 4            |

## Attendance

### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4.3 |
| National comparative data | 5.4 |

### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.0 |
| National comparative data | 0.5 |

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

### Attainment at the end of Key Stage 1 (Year 2)

|                                                                                        | Year | Boys | Girls | Total |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2002 | 14   | 10    | 24    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---------------------------------------------|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     |         |         |             |
|                                             | Girls    |         |         |             |
|                                             | Total    | 20      | 21      | 23          |
| Percentage of pupils at NC level 2 or above | School   | 83 (89) | 88 (89) | 96 (89)     |
|                                             | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     |         |             |         |
|                                             | Girls    |         |             |         |
|                                             | Total    | 21      | 23          | 23      |
| Percentage of pupils at NC level 2 or above | School   | 88 (83) | 96 (89)     | 96 (94) |
|                                             | National | 85 (85) | 89 (89)     | 89 (89) |

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

***Attainment at the end of Key Stage 2 (Year 6)***

|                                                                                        | Year | Boys | Girls | Total |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2002 | 6    | 12    | 18    |

| <b>National Curriculum Test/Task Results</b> |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|----------------------------------------------|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 4 and above    | Boys     |                |                    |                |
|                                              | Girls    |                |                    |                |
|                                              | Total    | 14             | 17                 | 17             |
| Percentage of pupils at NC level 4 or above  | School   | 78 (86)        | 94 (71)            | 94 (90)        |
|                                              | National | 75 (75)        | 73 (71)            | 86 (87)        |

| <b>Teachers' Assessments</b>                |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|---------------------------------------------|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 4 and above   | Boys     |                |                    |                |
|                                             | Girls    |                |                    |                |
|                                             | Total    | 13             | 16                 | 17             |
| Percentage of pupils at NC level 4 or above | School   | 72 (81)        | 89 (86)            | 94 (86)        |
|                                             | National | 73 (72)        | 74 (74)            | 82 (82)        |

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

The above tables, showing the standards attained, have been partially omitted due to small year groups.

***Ethnic background of pupils*****Exclusions in the last school year**

| <b>Categories used in the Annual School Census</b>  | <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|-----------------------------------------------------|-----------------------------|------------------------------------------|---------------------------------------|
| White – British                                     | 129                         | 0                                        | 0                                     |
| White – Irish                                       | 2                           | 0                                        | 0                                     |
| White – any other White background                  | 0                           | 0                                        | 0                                     |
| Mixed – White and Black Caribbean                   | 0                           | 0                                        | 0                                     |
| Mixed – White and Black African                     | 0                           | 0                                        | 0                                     |
| Mixed – White and Asian                             | 0                           | 0                                        | 0                                     |
| Mixed – any other mixed background                  | 0                           | 0                                        | 0                                     |
| Asian or Asian British - Indian                     | 0                           | 0                                        | 0                                     |
| Asian or Asian British - Pakistani                  | 0                           | 0                                        | 0                                     |
| Asian or Asian British – Bangladeshi                | 0                           | 0                                        | 0                                     |
| Asian or Asian British – any other Asian background | 0                           | 0                                        | 0                                     |
| Black or Black British – Caribbean                  | 0                           | 0                                        | 0                                     |
| Black or Black British – African                    | 0                           | 0                                        | 0                                     |
| Black or Black British – any other Black background | 0                           | 0                                        | 0                                     |
| Chinese                                             | 0                           | 0                                        | 0                                     |
| Any other ethnic group                              | 0                           | 0                                        | 0                                     |
| No ethnic group recorded                            | 2                           | 0                                        | 0                                     |

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

|                                          |         |
|------------------------------------------|---------|
| Total number of qualified teachers (FTE) | 6       |
| Number of pupils per qualified teacher   | 21.5: 1 |
| Average class size                       | 25. 8   |

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

|                                         |    |
|-----------------------------------------|----|
| Total number of education support staff | 5  |
| Total aggregate hours worked per week   | 85 |

### ***Financial information***

|                |        |
|----------------|--------|
| Financial Year | 2002/3 |
|----------------|--------|

|                                            | £      |
|--------------------------------------------|--------|
| Total income                               | 329156 |
| Total expenditure                          | 321708 |
| Expenditure per pupil                      | 2474   |
| Balance brought forward from previous year | 19101  |
| Balance carried forward to next year       | 7447   |

### ***Recruitment of teachers***

|                                                                      |   |
|----------------------------------------------------------------------|---|
| Number of teachers who left the school during the last two years     | 0 |
| Number of teachers appointed to the school during the last two years | 0 |

|                                                                                                                |   |
|----------------------------------------------------------------------------------------------------------------|---|
| Total number of vacant teaching posts (FTE)                                                                    | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

**Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 130 |
| Number of questionnaires returned | 61  |

**Percentage of responses in each category**

|                                                                                    | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school.                                                             | 77             | 20            | 3                | 0                 | 0          |
| My child is making good progress in school.                                        | 66             | 34            | 0                | 0                 | 0          |
| Behaviour in the school is good.                                                   | 56             | 42            | 0                | 0                 | 2          |
| My child gets the right amount of work to do at home.                              | 26             | 67            | 7                | 0                 | 0          |
| The teaching is good.                                                              | 72             | 26            | 0                | 0                 | 2          |
| I am kept well informed about how my child is getting on.                          | 51             | 46            | 3                | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 79             | 18            | 0                | 3                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 72             | 28            | 0                | 0                 | 0          |
| The school works closely with parents.                                             | 66             | 34            | 0                | 0                 | 0          |
| The school is well led and managed.                                                | 64             | 33            | 3                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 66             | 34            | 0                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 41             | 33            | 11               | 7                 | 8          |

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

**(As Woodbury is a voluntary aided school, its provision of religious education and collective worship was the subject of a separate inspection, a report on which is available from the school.)**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

123. *The provision made for children in the Foundation Stage of education is good. Children are on course to reach the expected targets for the end of the Foundation Stage in the six areas of learning identified in national guidance. This is an improvement on the judgement reached following the last inspection.*
124. Children start their time in the reception class at two points in the school year. One group joins the school at the start of the academic year in September, and the second group join in January. At the time of the inspection there were nineteen children in the class, ten boys and nine girls. During their time in the reception class, children reach the age of five.
125. Before joining the school, most children have attended the local Maytree Pre-school Playgroup. The reception class teacher has regular and effective links with the Playgroup, which enables children from the Playgroup to settle quickly in their new environment. She also has effective links with the few children who do not attend Maytree. There is a weekly story time at the school for pre-school children. Three days are set aside in the autumn and spring terms for home visits and for the 'new' children to visit school.
126. Overall children enter the school with standards similar to those found nationally for the age group, but with a significant minority entering school with standards above this.
127. Teaching in the reception class is good. Detailed and effective curriculum planning ensures that children are provided with a range of stimulating experiences that meet the requirements of the national guidance for this age group. As a result, all aspects of the curriculum are properly covered and the activities planned are suitable for the children's varying levels of development. The only exception is that there is limited access to play outdoors and few large pieces of play equipment such as bicycles or climbing frames.
128. The curriculum is effectively delivered. Children's learning is well managed. They have a well-balanced range of experiences, and are able to move from, for example, literacy and numeracy activities into child-initiated learning and to have opportunities for play. The teacher's planning records show how children are prepared for the requirements of the literacy and numeracy strategies when they move into Year 1. They also show appropriately differentiated work for pupils of different abilities. The range of the curriculum is restricted by the lack of access to a secure outside play area.
129. Assessment procedures are thorough. The teacher assesses each child when he or she joins the class using the Exmouth Early Years Cluster Group 'Record of Transfer'. She is also



intending to trial the new Foundation Stage Profile, which become statutory in the autumn. The teacher makes regular assessments of children's progress, for example with end-of-topic assessment sheets. This information is used to good effect to plan the next step in children's learning.

130. Parents are kept very much in touch with their children's learning and progress through discussions but also through the informative Class Newsletter which goes out at the start of each term and through, for example, their child's reading record. There are very clear guidelines to parents on homework and these are pasted inside each child's Homework Book with the emphasis very much on homework being a pleasant and shared activity. There is an interesting range of activities given such as road safety, a table of pets that family members kept as children and counting shoes in twos.

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

131. In this area of the children's development, teaching is good. The indications are that children are on track to reach and in many cases exceed the expected standard by the end of the Foundation Stage.
132. Class routines are well established and children rapidly learn what is expected of them, in a very caring environment. The classroom is well organised and activities well prepared so that children move confidently from one activity to another. Children persevere and become very engrossed in activities.
133. The ethos generated in Reception is excellent. The teacher makes the children very welcome and fosters a real love of learning. She uses humour and her enthusiasm for her work is infectious. She is very well supported by the classroom assistant. The teacher and classroom assistant form a very effective partnership with excellent systems in place for the transfer of information. They acknowledge and praise children who behave well and work hard and they remind children about what is expected. Consequently, behaviour is very good in class and around the school. The small group of children have made positive relationships with each other. They are able to share equipment in a sensible way and help each other with tasks. For example, children shared musical instruments in order to foster imagination. They laugh with each other, not at each other.
134. This area of the school's work is very well managed. The teacher/stage leader has a very good understanding of the way young children learn and she has used the national guidance for the age group to develop a good programme of learning for the children. She has drawn upon the national and local training on offer for the Foundation Stage.

### **Communication, language and literacy**

135. Teaching in this area of the children's development is very good. Children are on track to attain and in some cases exceed the national expected standard by the end of the Foundation Stage. The children's vocabulary is well developed and they are able to hold a sensible conversation with adults. The evidence from lessons and looking at the teachers'

planning demonstrates that appropriate and well-matched activities enable children to improve their writing skills, in particular the formation of letters. There are no children with English as an additional language.

136. During an observed lesson based on the story '*Holly, the giraffe who couldn't run*', a range of activities were provided for children. Some of these were teacher directed, some were led by the classroom assistant, and some children worked very well independently. Those children formed letters from playdough or worked with the flipchart to compose their own story, using prior learning and displayed wordbanks and labels in the classroom to help. An able child was able to access a dictionary.
137. The teacher and teaching assistant talk to the children about the activities using the relevant vocabulary, encouraging the children to join in. They are very skilled at using all opportunities to advance children's learning, for example in emphasising the initial letter sounds when reading titles of books.
138. The majority of children can recognise the initial sounds of letters. Many are beginning to recognise some individual words. They understand the sense of what they are reading and talk readily about the pictures, sometimes relating them to their own experiences. A significant minority of children are reading at a higher level than that found nationally for pupils of this age.

### **Mathematical development**

139. The teaching observed where children were developing their mathematical ideas was good. The children are on track to attain and in many cases exceed the expected standard by the end of the Foundation Stage. Children make good progress.
140. During the Foundation Stage, children experience a wide range of relevant mathematical activities including number work and counting, shapes, shopping and learning the days of the week and the months of the year. The classroom has a suitable range of mathematical equipment for counting and sorting. Opportunities are taken to make children aware of the way mathematics can be used in everyday situations such as in the 'Jungle Café'. Number rhymes and singing are used well to enhance the understanding of number and to make it fun.
141. Number is related to other aspects of work such as the growing of plants from seeds that the children are currently doing. In that activity, children were estimating the length of time that it would take the seeds to germinate.
142. Higher attaining children have a good grasp of number and are able to count well beyond ten. They have a good understanding of the sequence in which numbers occur. Some were able to identify and name 'a line of symmetry' following some work on symmetry with the whole class.

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

143. Teaching and provision in this area are good and children are on course to reach and in many cases exceed the national standards at the end of the Foundation Stage. The majority of children make good progress in relation to their attainment on entry to the school.
144. Children are introduced to computers. They learn to use the mouse when moving and positioning objects on the screen.
145. Children join the reception class with a good range of experiences and the teacher's careful planning builds on these. Children are encouraged to explore the local area and there is a map on the wall showing where the children live in Woodbury and beyond. When asked, children were able to explain their route from home to school, and could name buildings and landmarks that they passed. Children are starting to understand the passage of time. They are able to explain that their parents were older and that they had younger brothers and sisters.

## **Physical development**

146. No teaching was observed in this area of learning, but evidence from planning records and from discussions suggest that children are on track to attain the nationally expected standards by the end of the Foundation Stage. Children's physical skills are broadly similar to those found nationally for this age group.
147. There is a small but well-equipped hall and outdoor play area. The classroom leads directly to outdoor provision but this is difficult to access because of a low wall and is not secure. It consists of the bottom of the school playground, does not contain a variety of environments and is not fenced off. There are just two ride-on toys though appeals are being made to parents to help with the provision of more of these and governors have allocated some extra funding. The staff and governors are aware that this is an area in need of urgent development.
148. Children's manipulative skills are developed through the use of pencils, pens, brushes and a range of tools, which they generally handle correctly. Children also have access to a variety of large and small construction toys and to modelling materials such as clay. They show good skills in using the range of opportunities that are available.

## **Creative development**

149. Teaching in this area of the children's development is good. Children are provided with the opportunity to explore materials for themselves, with the teacher and teaching assistant providing sensitive support. Children attain standards that are typical for the age group and they are on track to attain or exceed the nationally expected level by the end of the Foundation Stage.

150. The children enjoy learning and joining in with songs and rhymes. They sing tunefully and tap out rhythms as they sing. They are familiar with a range of musical instruments, which many can name correctly. In the music lesson observed, there were too few opportunities for experimentation with sound.
151. There are opportunities provided for role-play and the teacher is skilled in knowing when a planned area has lost its appeal or, conversely, where it needs to run for longer. There is a self-registration system in the role play areas, for example in the Jungle Café, and a range of activities for imaginative play including interactive music.
152. The children experience and learn to use a range of media such as finger paint, pastels and three-dimensional construction equipment. Reception children are taught about powder paint and early colour mixing, they learn to weave and they do clay sculpture.

## ENGLISH

153. *In the 2002 tests for eleven-year-olds the percentage of pupils reaching the expected Level 4 in English was similar to the national average but well below the average for similar schools. However a much higher proportion of pupils attained at the higher Level 5 than in either schools nationally or in similar schools. The inspection evidence indicates that current Year 6 pupils are in line to achieve the targets set for English test results in 2003. National tests for seven-year-olds in 2002 show that pupils' results were below the national average for reading and in line with the national average in writing. Results in reading and writing for seven-year-olds were well below those found in similar schools. At the time of the last inspection standards were reported to be similar to the national average for both seven and eleven-year-olds. Inspection evidence indicated that standards are similar to those in the national tests. Overall current standards in Year 6 match the national average with higher attaining pupils reaching very high standards in reading and writing. Current standards in Year 2 are in line with national averages in reading and below the national average in writing.*
154. The overall figures for national test results conceal a very wide range of attainment in English throughout the school. Because cohorts are small compared to schools of average size, the results for individual pupils produce large variations in the school's results.
155. Inspection evidence indicates that the present Year 6 pupils are on track to attain the targets set for English test results in 2003. Overall standards in Year 6 are close to the national average. Most Year 2 pupils are on track to attain the national expected standards for seven-year-olds in reading but the proportion on track to attain the nationally expected standards in writing is below the national average. The higher attaining pupils are in line to attain at a higher level than the benchmark, Level 2, for this age group. The attainment of boys and girls is very similar.
156. Standards of written work seen in the books of the present eleven-year-old pupils is generally of a high standard with a number of pupils working above Level 5. Standards of

writing in the books of seven-year-old pupils is less good with most pupils working below the level expected for their age. Pupils of all abilities, including those with special educational needs, make at least good and often very good progress as they move through the junior section of the school. Progress in writing for seven-year-olds in writing is below that expected nationally.

157. Pupils in all classes are confident speakers, showing levels of attainment in speaking that are often high for their age. In English lessons, pupils listen attentively, sometimes for long sessions, within the literacy hour. They speak clearly, with well-developed vocabulary and are confident to share their ideas and suggestions with others. In lessons with the older pupils very good use is made of 'talking partners' to rehearse ideas prior to presenting them to the class. Opportunities are provided for thought and reflection so that pupils give reasoned accounts for their views.
158. During the week of inspection there were very good examples of English being used to link together different parts of the curriculum. For example, in one lesson eleven-year-old pupils linked aspects of English, history, drama and information and communication technology. When studying Egyptian mythology, pupils created a short dramatic sketch of the meeting between the rival gods Seth and Horus. Following this they prepared a *PowerPoint* presentation combining the dialogue of the short play, together with factual information about Egypt and the river Nile. Other pupils prepared a short dramatic version of an African folk tale for younger pupils. These pupils learned about the importance of the use of a narrative voice in assisting the audience's interpretation of the characters' actions. Eight-year-old pupils worked with their teacher to compose a riddle and worked quickly and quietly developing the language and producing some highly original work.
159. Attainment in reading overall is broadly similar to that typically found in primary schools. Within this overall picture there is considerable variation. Higher attaining eleven-year-old pupils are skilled and fluent readers, tackling books with a sophisticated range of meaning and vocabulary. They read with a very high standard of confidence and fluency, reading widely for pleasure and information. All older pupils are able to describe aspects of fiction such as plot, motive and character. They can talk about a wide range of writers they have read and describe their preferences and the qualities of the writing which attracts them. A number of higher attaining pupils had read some or all of, '*His Dark Materials*' trilogy by Philip Pullman, which won the Whitbread Prize for literature in 2002. Many had also read, '*The Lord of the Rings*' as well as much of the work of Devon writer Michael Morpurgo. All pupils are enthusiastic about reading and they are encouraged by their teachers to read widely for a range of purposes.
160. Seven-year-old pupils read at levels which are close to the national average for this age group. High attaining seven-year-olds readers read with accuracy and understanding as well as enjoyment. They can talk about different books by the same author, for instance one pupil who was reading, '*Fantastic Mr. Fox*' was able to discuss, '*The Magic Finger*'. When they read pupils articulate clearly and have a clear understanding of narrative. Pupils are able to use a range of strategies to read unfamiliar words. They are able to predict what might come next, and use phonic skills to read unfamiliar words. They are able to talk about

characters and why they like or dislike a book. Pupils with special educational needs make good progress in reading in relation to their previous learning.

161. Resources for reading are satisfactory and are improving. The school has recently reorganised its library to make materials more accessible, particularly non-fiction. During the inspection pupils were not observed using the non-fiction books to develop their research skills. Other evidence gathered shows that eleven-year-old pupils, in particular, do undertake research for the different topics studied in the year. This is having a satisfactory impact on the development of their literacy skills. Although attractive books are available in classrooms, limited space makes it difficult to establish attractive reading areas. The school's reading programme is strongly supported by parents and this is an important factor in encouraging the development of reading for enjoyment.
162. For eleven-year-old pupils standards in writing are in line with national averages for their age. The oldest higher attaining pupils exceed the expected standard, producing work of very high quality. In story writing they can use language extremely well to create mood and atmosphere, using language to grip the reader. They can inform and explain technical information, put forward reasoned arguments building up evidence convincingly.
163. All pupils write for a variety of purposes and audiences, and this is a marked feature of work in English in the work of Years 3 to 6. Following the reading of *The Hobbit* pupils aged eight wrote riddles using both concrete objects such as animals and abstract ideas such as friendship. Pupils aged nine and ten years worked collaboratively to improve their ideas when writing a story devising a plausible dilemma in the story and producing a resolution to it. The oldest pupils produced some writing of a high standard when examining the merits of commercial development in Woodbury.
164. Standards of writing in Year 2 are below the expected standard Level 2 for their age. Their writing does not contain sufficient detail nor the range of interesting vocabulary expected from pupils of this age. While pupils learn about writing structures for stories, science reports and setting out instructions, the range of writing they undertake is too narrow. This is because too many writing activities consist of short, separate exercises with too few opportunities to improve, develop and consolidate their work. Writing skills are not consistently built on because where weaknesses are apparent they are not addressed and corrected.
165. Spelling and handwriting are effectively taught across the school and most pupils from Year 2 onwards are able to use a cursive style and can spell common word accurately. Where there are errors the words are phonetically plausible.
166. The school is developing its use of information and communication technology in literacy sessions. For example, an eleven-year-old pupil produced very well presented stories using word processing. Information and communication technology tasks were very closely matched to the learning needs of pupils in English; and as a result standards were high.

167. Older pupils in Years 3 to 6 Years make good progress in English, while seven-year-olds make satisfactory progress overall. Pupils with special educational needs make good progress in relation to their previous learning. There were no significant differences seen in the progress of boys and girls. Able and talented pupils made very good progress especially in Years 5 and 6.
168. ***Overall, the quality of teaching and learning observed in English lessons was very good. In two lessons teaching was judged to be excellent, in three it was judged to be very good, one lesson was judged good and in two it was satisfactory. There was no unsatisfactory teaching. The quality of teaching and learning has improved significantly since the last inspection.***
169. Teachers use the literacy hour to good effect, placing the right emphasis on text, sentence and word level activities. Teachers have very good subject knowledge. Their thorough planning is very good, showing what pupils of all abilities are expected to learn, which they discuss with them. Their questioning is skilful in getting thoughtful responses. Teachers of older pupils aged eight to eleven years use interesting resources, sometimes demonstrating reading and writing to pupils. Pupils aged seven are taught effectively in reading and speaking and listening. In writing, however, there is an over-reliance on worksheets which do not challenge pupils sufficiently. Expectations of what pupils aged seven can achieve are not sufficiently high. Writing activities do not build on what has gone before sufficiently. As a result skills are not consolidated and pupils' writing does not develop as quickly as it should.
170. Teachers know and manage their pupils very well and plan to meet the needs of all of them. As a result pupils showed very good attitudes in English lessons. They are enthusiastic learners and behave very well in lessons. Pupils responded very positively when challenged and were attentive and eager to contribute to lessons. They worked co-operatively when required and maintained their concentration. Individual pupils presented their work tidily and accurately. Throughout the school, homework is used consistently and effectively to extend the English work done in lessons.
171. Teachers encourage all pupils to be involved in literacy lessons. In partnership with dedicated teaching assistants, they make sure that pupils with special educational needs make good progress. Higher attaining pupils are challenged well, except in some writing tasks for younger pupils. Here expectations of what pupils can achieve are not high enough. Teachers and teaching assistants discuss targets for literacy improvement.
172. In the best lessons teachers ensure that all pupils are challenged to achieve, and tasks within the lesson are given clear time frames. Teachers discuss work with pupils and engage in a dialogue with them about it. Teachers' marking is effective; comments written in pupils' books are positive and include advice for improvement. Pupils' results are carefully analysed and pupils' progress is tracked to determine those in need of additional support.
173. The very good strategies for teaching literacy skills have a direct effect on pupils' good attitudes to English. They behave very well, get on well together and are able to work

independently. They persevere with tasks and have very positive attitudes to reading and writing activities.

174. ***English is very well managed by the co-ordinator who is knowledgeable and committed to improvement across the school. Planning is careful, detailed and of high quality. The hard work and expertise of the co-ordinator has ensured that the provision for the subject is now very good.***
175. The co-ordinator provides staff with very clear leadership in the development of English. The school's planning format for literacy has been improved recently making it more concise with more sharply defined learning objectives. It promotes consistency in approaches to teaching and learning throughout the school. There is a good variety of resources to support teaching, including books for guided reading. Opportunities to develop literacy skills are well established and further links with other subjects are highlighted for development.
176. The co-ordinator analyses test and assessment results and uses the information very well. Pupils' strengths and weaknesses are identified so that teaching and learning support can be appropriately focused. A good programme of monitoring has been introduced including examining the quality of writing in pupils' books and observing teaching and learning. Evidence from monitoring has been used as the basis for the action plan which provides a clear vision for the management of English. This includes linking areas of learning to make the curriculum more coherent.
177. The school has made good progress in developing English provision since the last inspection; as a result the rate of progress made by older pupils has improved and there are examples of very high standards in English.

## **MATHEMATICS**

178. ***Since the last inspection provision for mathematics has improved significantly. Inspection evidence indicates that throughout the school, standards in mathematics are well above those found nationally for the age group. In the 2002 tests for eleven-year-olds, the school's results were well above those obtained by schools nationally and well above those for similar schools. The percentage of pupils attaining the higher Level 5 was well above the average for schools nationally and well above the average for similar schools. Since the last inspection the standards attained by pupils have improved significantly, as have the quality of teaching and the management of the subject.***
179. Since the last inspection there has been a steady increase in the percentage of pupils reaching the nationally expected levels at both ages seven and eleven and the higher Level 5 at age eleven. During their time in school, pupils make very good progress in mathematics. Very good assessment procedures are in place that enables the school to track pupils' progress in mathematics from year to year. This information has been used to help the school set appropriate targets for the 2003 and 2004 national tests. There is a strong commitment within the school to reach these targets.



180. Pupils in Year 6 are on track to achieve the expected Level 4 and a large group of higher attaining pupils are on track to achieve the higher Level 5. Pupils have a very good understanding of place value to 1000 and can work confidently with numbers involving decimal places. They have learnt to use and record a number of strategies for solving problems involving addition, subtraction, multiplication and division. They are able to partition numbers, a useful strategy when multiplying large numbers mentally. Their mathematical skill of estimation is very good and this helps them establish if their answer is reasonable. They use their prior learning in mathematics confidently, for example the use of factors and mathematical terms such as ‘mode’, ‘range’ and ‘mean’. Higher attaining pupils were able to apply mental and oral skills in a very confident way: and used these skills when undertaking mathematical problem solving.
181. There are no marked differences in the performance of girls and boys. Pupils with special educational needs are supported well and make very good progress over time.
182. ***Overall the quality of teaching and learning observed during the inspection was very good. In two lessons teaching was judged to be excellent, in one it was judged to be very good, in two it was good and in one, it was satisfactory. There was no unsatisfactory teaching. The quality of teaching and learning has improved significantly since the last inspection.***
183. The National Numeracy Strategy is being implemented effectively. Each class has a daily mathematics lesson, focussed on developing the pupils’ numeracy skills. Consistency of approach across the school enhances the total effectiveness of the teaching. Overall, the introductory parts of the lesson focussed on mental skills and these are taught very well. In the main part of the lesson, teachers set pupils tasks that effectively match their differing learning needs. The summing up period at the end of lessons is well used to check gains in knowledge and understanding. In the best lessons this session is also used to extend the pupils’ learning and to inform them about the next steps.
184. Teachers make effective use of questioning to develop pupils’ ideas and to reinforce their earlier learning. Lessons are well planned and pupils are clear about what they are going to learn. Activities build on the pupils’ previous learning and resources are well selected. Teachers set high expectations of behaviour and performance and pupils respond very well. They listen attentively and take turns to answer. Mental work is conducted at a brisk pace. Learning objectives are shared with pupils and questions are skilfully targeted. The pace of learning is brisk and pupils learn at a good rate.
185. In the main part of the lesson, the teachers’ excellent subject knowledge and enthusiasm enable pupils to make very good progress. In the best teaching, very good use is made of assessments when planning activities. What the pupils are expected to learn builds on their prior attainment. In Year 5 and 6 pupils were given the opportunity to calculate the mean, extracting the data from tables of varying complexity. The higher attaining pupils had the additional challenge of calculating a 17.5% price increase. Support from a teaching assistant enabled lower attaining pupils to successfully solve problems. In a lesson in Year 4 and 5

the teacher made very good use of an unexpected learning opportunity when a pupil said that '12 would not go into 100'. She asked all pupils to use their whiteboards to write all the factors of 100.

186. In lessons where teaching was judged to be satisfactory it provided a sound base to develop the pupils' knowledge and understanding of mathematics. Teaching was less challenging and the progress pupils made was less good. For example, in a lesson where Year 1 and 2 pupils were investigating the number that is one or ten more than a given number, the pace of teaching was relatively slow and pupils did not learn as much as they could have in the available time.
187. Pupils demonstrate very good attitudes to mathematics and are very well behaved. Pupils respond positively when challenged and are attentive and eager to contribute to lessons. They worked co-operatively when required and maintained their concentration. Individual pupils presented their work tidily and accurately. Throughout the school, homework is used consistently and effectively to extend work in mathematics.
188. Pupils' books are marked conscientiously, but marking does not often indicate how the work could be improved.
189. Information and communication technology has begun to have an impact on the pupils' work in mathematics. For example, pupils in Year 3 used the '*Dazzle*' programme to create symmetrical patterns. Pupils in Year 6 interpreted tables from a holiday brochure and used the information to create bar charts generated by a computer. These experiences are helping pupils to view mathematics in its wider context.
190. Support staff make a valuable contribution to pupils' learning. They are well briefed and help pupils succeed in their work. They sensitively talk through new learning and lead groups of pupils through their learning. This is very effective and enables pupils including those with special educational needs to make good progress.
191. Mathematics is well managed by the school. The co-ordinator is knowledgeable and has a very clear vision for the development of the subject which is shared with staff.
192. The subject leader is very well supported by the deputy headteacher. Planning is careful, detailed and of high quality. The scheme of work is based on the national strategy and monitoring ensures that teachers' planning is consistent throughout the school.
193. The school has a programme to monitor the subject. This includes scrutiny of pupils' books, lesson observations and analysis of data. A thorough analysis of pupils' answers in the national tests is carried out annually to identify gaps in pupils' learning. Pupils' progress is tracked half-termly and objectives are identified for future planning. Supported by the deputy headteacher, the co-ordinator has provided effective support and training for staff. A recent successful workshop for parents provided information on the teaching of addition and subtraction and guidance on how the subject could be supported at home.

194. Resources for mathematics throughout the school are satisfactory. In lessons pupils have easy access to a range of appropriate materials to support and enhance their learning.

## SCIENCE

195. *In the 2002 national tests for eleven-year-olds, the percentage of pupils reaching the expected Level 4 was above the national average. A much higher percentage of pupils attained at the higher Level 5 than in schools nationally. Inspection evidence indicates that in Year 2 and Year 6 standards in science are above national averages for the respective age groups. Good progress has been made since the last inspection because of a combination of a robust whole-school focus on the subject, very strong leadership, teachers' high levels of subject knowledge, good quality teaching and pupils' own very positive attitudes to their work.*
196. Pupils' attainment in science at age seven is assessed by the teacher. The 2002 assessments show that the school's performance was close to the national average. More pupils attained the higher Level 3 than was the case in schools nationally.
197. The results in the national tests in science for eleven-year-olds have improved significantly over recent years. The 2002 results show that the school was performing above the national average. The number of pupils who attained at the higher Level 5 was well above the national average. There was little difference between the attainment of boys and girls in science at either seven or eleven. These high levels of performance were reflected in the work of current pupils seen during the inspection.
198. Analysis of the pupils' work in their books revealed a growing knowledge of scientific ideas, especially of investigative science and the concept of a fair test as the pupils progressed through the school.
199. Discussions with pupils indicate that eleven-year-old pupils have a good understanding of a fair testing. They can make predictions, carry out experiments, make accurate observations and draw conclusions from them. Younger pupils are also able to discuss the element of fair testing.
200. Statutory programmes for science are fully covered in a balanced and interesting way. In science lessons throughout the school, investigative approaches were very evident and this has been an important factor in raising standards. For example, one class was carrying out an investigation to see how environmental factors affect the way that certain plants grow in an area. Pupils were predicting, putting predictions to the test, ensuring the test was fair and then drawing conclusions. In an older class, pupils were investigating the sounds made by objects when they vibrate. An extensive range of interesting resources were provided and the pupils were very stimulated by the activity and extended their learning considerably during the lesson. In these lessons standards were high because of the practical approaches used and the high level of challenge for pupils. The recent visit to school of *The Explorer Dome* has provided an important impetus to raising standards.

201. Investigations are wide ranging. They have included examining how different types of sugar dissolve through to investigating the best aerodynamic design for a spinner made with paper clips. Pupils including those with special educational needs make good progress and there is much evidence of challenge to able pupils both in classwork and through homework.
202. There are good links between science and other aspects of the schools work. For example, the school has attained the Healthy Schools Award and the pupils took part in '*Fruity Friday*' as a way of highlighting the importance of eating fruit. The School Council held a discussion on healthy eating and classes put forward, through their representatives, various suggestions such as the revival of '*Fruity Friday*' on a regular basis and writing to parents asking them to provide their children with a healthy snack. The school has a wildlife garden but currently this is an underused resource.
203. ***Overall, the quality of teaching in science lessons observed during the inspection was at least satisfactory, often good and with some very good teaching.***
204. In the lessons observed the teachers showed that they had a good knowledge of the subject, and their planning was detailed. They use good and often very good questioning skills helping pupils to develop ideas and enhancing scientific understanding. Pupils are given time to reflect and explore their thinking before offering an explanation. Pupils often worked in pairs and small groups, collaborating well in practical activities. The clarity of learning objectives, the organisation of lessons and the skilled teaching ensured the learning was often of good quality.
205. All pupils speak enthusiastically about science and enjoy the approach that the school takes. They speak knowledgeably about what they have learned science.
206. ***The subject is very well led and managed.***
207. The subject leader has worked very hard to develop science. She has a clear vision for its improvement and has benefited from the expertise of the deputy headteacher, herself a science specialist and from the Exmouth Academic Council. The school has focussed strongly on science over the last two years. Funding was targeted to provide additional equipment and resources. The investigative aspect of science was highlighted as the focus for improvement. Good support has been given to staff through training within school and through external specialist trainers to improve their confidence, especially within investigative science.
208. The headteacher works with Year 5 taking science in order to enable the subject to be taught in classes of discrete year groups. This is very effective.
209. As a result of the training and the overall effective management of the subject, teachers have been given the confidence to experiment and to utilise a variety of approaches. Resources have been purchased to support teaching. These include information and communication technology programmes such as '*The Science Investigator*' and '*Flexitree*'. A computer microscope has been an important addition to the bank of resources.

210. The subject leader monitors science through work sampling twice a year and through analysis of work on display, in addition to discussion with staff and pupils. The outcomes of national tests are carefully analysed and the work of teachers is moderated. From this information the subject leader produces a focus for development for each teacher. The budget has been well managed and the school is fortunate that it has been enhanced by grants from *Astra Zeneca*.
211. Overall very good improvement has taken place in science since the last inspection, particularly in key areas of standards, leadership, planning and teacher's knowledge.

## ART AND DESIGN

212. ***Inspection evidence indicates that, in art and design, pupils age seven and eleven attain standards that are in line with those typically found nationally for their respective age groups. Pupils make satisfactory progress as they move through school and some high quality work is produced by some older pupils. Pupils have positive attitudes to the subject overall. Art and design is not, however, a strength of the school as it was at the time of the last inspection.***
213. No lessons were seen taught to pupils in Years 1 and 2, but inspection evidence from work on display, portfolios, digital photographs and discussions indicates that pupils are making satisfactory progress. They are on track to attain the expected standards Level 2 for seven-years-olds. Pupils are able to use a good range of materials and approaches to communicate their ideas. Pupils are able to draw from close observation and use a variety of materials to communicate meaning.
214. Two lessons Years 3 to 6 in art were observed and a range of work from displays and portfolios of photographs was scrutinised. Work covered includes drawing, painting, textiles, sculpture and computer art. All pupils are trained in the use of the computer programme 'Dazzle'. Pupils demonstrated average standards in these lessons.
215. In both the lessons observed, teaching was very good. The work in the two lessons was well planned and was stimulating. Pupils were encouraged to think about the way in which materials could be most effectively used to express their ideas and they were keen to learn. They showed much interest in their artwork which, in both cases, was in the early stages of a sustained piece of work. One marked feature of the lessons was the common usage by adults and pupils of correct terminology such as *motif, texture, repeating pattern, weft* and *subdued effects*. In one lesson, links were made with other subjects, in one case the Egyptian story of Osiris and Isis. In the other lesson, pupils planned for life size sculptures to be set in the willow garden. Strong stimulus was provided by the teacher demonstrating the effective use of sketchbooks through her own work.
216. As in the lesson observed, pupils' work and teachers' records show that opportunities are sought to link art with other subjects where appropriate. This includes the development of person, social and health education, where, through the work of artists such as Edvard

Munch and Pablo Picasso, pupils are encouraged to see how art can reflect the social and emotional feelings of the artist in his time. Links are also made with literacy. Taking this and other inspection evidence into consideration, standards in art and design are judged to be satisfactory.

217. Pupils with special educational needs are included in all aspects of the subjects and they make satisfactory progress as they move through the school. Pupils with particular talent in art and design are identified and work is appropriately matched to them.
218. The school draws on talent from the community and visitors, for example a weaver provided impetus for design work. There are few opportunities for the pupils to visit art exhibitions or museums to extend their experience.
219. 'Art focus weeks' are held to maintain the status of the subject at the school - the last of these focussed on textiles and produced some high quality work. An after-school Art Club is held weekly and is led by the subject leader and a classroom assistant. A range of interesting activities is covered. During the week of inspection the pupils were working on observational drawing inspired by the work of Georgia O'Keefe.
220. *Art and design is well led and managed.*
221. The subject leader has very good subject knowledge and has a clear vision for the development of the subject. An internal report on the subject was produced in 2002 and the strengths and development areas were identified. Art and design has not been a recent priority in the school's improvement plan and this has meant that only limited time has been set aside for its development. However there has been professional development for staff through training on painting skills and professional discussions. The subject leader has a budget, which she targets appropriately. The subject is monitored through a termly check on teachers' plans, through observation of displayed work and through professional discussion with staff.

## **DESIGN AND TECHNOLOGY**

222. *Inspection evidence indicates that provision for design and technology is very good. Year 2 pupils and Year 6 pupils are attaining standards above those typically found nationally for their respective year groups.*
223. The structure of the school's timetable for design and technology meant that no lessons were observed during the inspection. Pupils' work from each year group and work on display around the school were examined. Discussions with the subject co-ordinator and eleven-year-old pupils were held and teachers' planning records were scrutinised.
224. Standards in design and technology are above those found nationally. The overall coverage of the subject is very good. As pupils move through the school they are provided with a range of opportunities that enable them to progressively develop good skills in all aspects of the subject. Seven-year-old pupils visited a playground and studied the play equipment.

They learned how to use split pins and card cutters. They designed their models and constructed them from card, wood and plasticine. They evaluated their models by testing stability and identified what they did well, what they had learned and how they could improve them. In Year 3 the pupils investigated various styles of picture frames and how they were constructed. They then designed and made their own frames and evaluated how successful they had been and what adjustments they had made. Nine and ten-year-old pupils identify and record design ideas by making freehand drawings, labelling them and listing equipment and tools needed to proceed. They evaluate their products and identify and make improvements that are valid and effective. Pupils age eleven work with a range of materials and generate ideas, considering the users. In a project involving making battery powered model cars they learnt about simple gears and pulleys and how to construct a wooden frame. They designed several plans and chose the best. They evaluated their models and identified strengths and weaknesses. As a result of the coherent learning programme, standards throughout the school are high.

225. Design and technology is enjoyed by all pupils and teachers. Great enthusiasm is shown for the subject. Eleven-year-olds spoke enthusiastically and knowledgeably about making cushions. This project took over one term to complete. The pupils first identified the client and made a sample with a quilted effect. They then evaluated and improved the design before making the cushion, using both hand and machine stitching. The quality of the finished product was very high and the pupils spoke with pride of their achievements.
226. Boys and girls of all abilities pupils make good progress across both key stages, including those with special educational needs.
227. There is no formal monitoring of classroom practice but much sharing of good practice by professional dialogue, display and a technology week. A portfolio, showing progression of designing and making skills is retained to demonstrate the standards attained in each year group. The curriculum was enriched by an artist in residence who worked with six and seven-year-old pupils on a weaving and basketry project.
228. ***Management and leadership of the subject are very good.***
229. The co-ordinator has a very clear understanding of the approach needed to ensure that design and technology is effectively taught. She has provided staff with guidance about the subject and is managing the subject in a very effective way. The subject has been reviewed by the chair of governors, working closely with the co-ordinator; this structure improves the effectiveness of the management of the subject.
230. There is a range of satisfactory materials and tools in the school and there are plans to improve facilities further. The co-ordinator has identified workbenches and a cooking area as priorities.
231. There has been a good improvement in the subject since the last inspection.

## **GEOGRAPHY**

232. *Inspection evidence indicates that Year 2 pupils are attaining standards that are typical of those found nationally in geography. Progress for eight to eleven-year-old pupils is good and Year 6 pupils are attaining standards above those found typically in geography. The standards reported at the last inspection have improved.*
233. During the inspection no geography was taught. Pupils' work from each year group and work on display around the school was scrutinised together with school documents. Discussions were held with the co-ordinator and pupils.
234. Pupils make good progress in the acquisition of geographical skills and enquiry as they move through the school.
235. Inspection evidence indicates that the present seven-year-old pupils are attaining standards typical for their age and that their progress is satisfactory. Work in the pupils' books shows that they have some knowledge of the village in which they live and have evaluated, in simple terms, what they like about it. They have studied the contrasting location of the Isle of Struay described in the Katie Morag stories and have listed physical and human features of the island and successfully compared them with Woodbury. Pupils wrote postcards home describing the weather and features of the island in simple terms though the geographical content of some of the responses was limited. Pupils can place England and Morocco on a map of the world and describe and make comparisons of everyday life in the two localities. They also identified the transport they would use to get there.
236. Pupils aged eight to eleven years make good progress in developing their skills further and standards are above those found nationally. Pupils aged eight study weather around the world. They have identified climate zones on a world map and are able to name the continents. Stimulating activities enabled pupils to demonstrate an awareness of the different environments and weather conditions around the world. For example, they identified destinations related to described preferences. They also matched contents of suitcases with holiday destinations. Pupils in aged nine studied a topic on improving the environment. They researched the amount of rubbish and paper wastage at home and at school and classified their findings to make recommendations for improvement. Pupils in aged ten and eleven carried out a local study surrounding the question, 'Is Woodbury a good location for Macdonalds and Mega Bowl?' Pupils showed a very good understanding of environmental changes and the need to seek the opinions of different groups within the community. The topic involved many other areas of the curriculum as the pupils identified ways of collecting, measuring and explaining different views of people about environmental change.
237. Teachers' very good planning and assessment ensure that the needs of all groups of pupils are met and make good progress. A teaching assistant has researched the internet for appropriate websites. This is a very useful aid to pupils and teachers. Lessons are evaluated weekly by teachers and they note the progress made by pupils and any modifications that need to be made to their teaching programme as a result.



238. *The subject is very well led and managed.*
239. The co-ordinator is enthusiastic about the subject, has charted progress since the last inspection and has identified the areas for further development. The co-ordinator has made good use of the national scheme of work for geography, and uses the surrounding area well for in-depth investigations. Teachers' planning clearly links geography to other subjects and is regularly monitored by the co-ordinator. Monitoring by the co-ordinator includes analysis of planning and sampling pupils' work. This enables her to report on areas of strength and where improvements should be made. The curriculum is enriched by outside visits and visitors to the school, such as visitors from Uganda and a planned visit from a mountaineer. The link governor has worked with pupils conducting a traffic survey and gives valuable support. Resources are satisfactory and the co-ordinator has identified the need for more resources such as detailed globes and atlases, photographs and videos to improve learning further.
240. The subject has developed well from the sound foundation reported at the last inspection.

## **HISTORY**

241. *The evidence gathered during the inspection indicates that by the age of seven standards in history are in line with those found nationally and that by the age of eleven, pupils attain above national standards.*
242. Inspection evidence indicates that pupils aged seven years use information sources to answer questions about the past beyond living memory. They see differences in aspects of past lives and their own lives. During the inspection, pupils were using extracts from the diary of Samuel Pepys to further their knowledge and understanding of the Great Fire of London. They were very interested to learn that Pepys buried wine and cheese in his garden to protect it from looters. Earlier seven-year-old pupils studied 'What we remember on Remembrance Day'. They visited the war memorial in the village and were visited by two members of the British Legion. Pupils showed some understanding of the meaning of and events behind Remembrance Day.
243. Standards attained by eleven-year-olds are above those generally found nationally and progress is good. Eleven-year-old pupils piece together evidence about the past to make deductions about key features of past society. They are able to talk confidently about past work they had done on the structure of Victorian society and how life might have been for both rich and poor. Work in pupils' books revealed an understanding of how life seemed for Victorian children. Pupils had looked at the contrasting social contrasts in Victorian times and particularly the issue of child labour. They are able to apply their knowledge to make interpretations of Victorian artefacts and talk knowledgeably about some of the principal events that occurred through the period. Their knowledge of social conditions in the Victorian period is good. They understand that views about particular issues, such as child labour, are coloured by the values of the day. Pupils were able to talk about their visit to Cold Harbour Mill and how this added to their understanding of history. The Victorian theme was further developed in art and design, where pupils explored the natural patterns of

William Morris through the use of textiles as a medium. Some interesting maths work on Victorian currency had also taken place.

244. Pupils who have statements of special educational needs make good progress as the move through the school. Work is planned to meet their different needs and they are well supported by classroom assistants. Able pupils are challenged with high quality extension work, often involving information and communication technology.
245. The school uses visits and visitors to enhance learning and also themed days. A successful 'Greek Day' was held where pupils dressed in role, took part in a Greek maths lesson and ate Greek food. On another occasion, pupils visited some of the residents of Woodbury to ask them about life in the village in the past.
246. ***Overall, teaching in history is satisfactory for six and seven-year-olds and good for eight to eleven-year-old pupils.***
247. Three history lessons were observed. Teaching ranged from satisfactory to excellent. Some very imaginative teaching was seen with eight-year-old pupils, which inspired and enthralled them. The reign of Henry VIII was re-constructed by the teacher delivering the whole lesson in role and posing questions to the pupils and seeking solutions from them. The pupils responded with great enthusiasm and their learning moved forward significantly. The pupils commented that they '*love history and that the teacher brought it to life*'.
248. An excellent Year 5 and 6 lesson was observed in which the pupils were using artefacts to make deductions about the ancient Egyptians. A very effective range of methodology was used from pupils working with response partners through to exciting ways of recording findings. These were well demonstrated by the teacher and the classroom assistant. A marked feature of this lesson was the effective integration of an impressive range of information and communication technology skills such as importing a picture into a wordfile, using the zoom effect, creating a table and the creation of *PowerPoint* presentations.
249. Teachers work hard to inspire pupils in this subject and their own enthusiasm for the subject is evident. They aim to provide exciting teaching, interesting planned activities, a range of good quality artefacts and the effective use of classroom assistants. Pupils are enthusiastic and attentive in lessons. The positive attitudes to the subject and the exciting teaching in Key Stage 2 brought about effective gains in learning in the lessons seen.
250. ***History is well managed by the subject leader.***
251. The subject leader monitors standards and progress effectively. She carries out book scans, looks at displays and conducts interviews with pupils. Assessment is carried out by each class teacher against national criteria, and this provides a clear picture of standards and progress across the school. The link governor plays an important role. Teaching is observed, pupils' work examined, and discussions are held with the subject leader. A written report is produced for the governing body. The scheme of work is due for review in autumn 2003 and the information gained from monitoring will be used to inform this

proposed revision. Teachers plan well for the subject and this is an improvement since the last inspection.

252. Links to other subjects are made and in particular to literacy, geography, information and communication technology and art and design. Resources are good with the range of historical artefacts for pupils to gain 'hands on' experience being very good. The school's own resources are supplemented by artefacts from the County Museum Service.
253. The positive points outlined above represent some improvement in history in the school from the sound basis reported in the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

254. *By the age of seven, pupils are attaining standards in information and communication technology that are typical for the age group, with some pupils attaining higher levels. By the age of eleven pupils attain very high standards. Very good progress has been made since the last inspection when information and communication technology was judged to be unsatisfactory.*
255. Inspection evidence indicates that there are many pupils coming to school with a good understanding of information and communication technology and who have access to a computer at home, whilst others do not. The recently developed computer suite and the extended range of software are beginning to have a significant impact upon standards for the oldest pupils. Those pupils with less opportunity to have access to computers at home are well supported.
256. By the end of Year 2, most seven-year-old pupils have a good understanding of basic computer skills. They are able to open and run programs and use the mouse effectively. Pupils can create elaborate patterns using the programs 'Dazzle' and 'Dazzle Plus' and they use the same programs to create symmetrical patterns in mathematics. Pupils make their own labels for their work trays using word processing and have carried out research on Florence Nightingale using the Internet and CD-ROMs. In addition to work on computers, pupils use a programmable *Roamer* to develop their concepts of using information and communication technology to control simple machines and use decision trees to develop logical thinking in science and in design and technology.
257. Pupils develop their skills effectively as they move through the school. By Year 6 pupils demonstrate very high levels of attainment. They use word processing very effectively and can locate, combine and amend a range of information. They have high levels of keyboard skills and can use a wide range of the features of word processing and other programs. Information and communication technology skills are used effectively across the curriculum. Eleven-year-old pupils produced a *PowerPoint* presentation, combining work on Egyptian mythology, retelling the story of the conflict between the gods Seth and Horus, and some factual work on Egypt and the river Nile. This work was of a very high standard. In a Year 3 lesson pupils learned how to use the school e-mail system very effectively. Displays

around the school show that the range of word-processing skills being developed is broad, fully matching statutory requirements.

258. Pupils are making good progress overall and progress for ten and eleven-year-old pupils is excellent. They use computers very effectively for a range of purposes including word processing and data handling. In other classes less use was made of information and communication technology during the inspection across a range of subjects in the curriculum. A scrutiny of pupils' completed work shows that standards are similar to those found nationally, though higher attaining pupils reached standards that were well above those expected nationally for pupils of their age.
259. The decision to locate the majority of the computers in the classroom containing the oldest pupils has resulted in access across the school being uneven. Pupils in other age groups have less access to computers. Each class has either two or three machines and they are not used as often as those with the oldest pupils. To compensate for this, arrangements are made to give access to the computer suite to other classes at various times. The school acknowledges that there is a need to further develop the pupils' skills, particularly with those who do not have access to a computer at home.
260. ***The teaching observed in information and communication technology was good.***
261. In the lessons observed where information and communication technology was used, the teachers were confident about using computers and were able to explain and demonstrate techniques very effectively to pupils. Very good questioning and interventions by teachers enable pupils to reflect on their work and make useful changes if necessary. In one lesson there was a very good balance between teaching and pupils' exploration. Pupils made good progress in the lesson. Teachers had high expectations of pupils and the pace of learning was good. Pupils show high levels of commitment. Their productivity and pace of working are good overall and excellent with the oldest pupils.
262. In work observed during the inspection, information and communication technology was used effectively to present results in science. In pupils' completed work in geography information and communication technology was used to present information well.
263. The support provided for pupils with special educational needs is very good and enables them to make good progress in developing their information and communication technology skills. Training for staff has been effective and they are confident when using computers.
264. ***The subject is well led and managed.***
265. The co-ordinator has good subject knowledge and is clear about the strengths and weaknesses in the use of the school's information and communication technology provision. Detailed planning across the school shows how pupils cover all aspects of the subject. Good links between other subjects and information and communication technology skill development are in place. Resources, including CD-ROMs, literacy packages, a programmable toy, Internet access and the computer suite, are providing a good base for

further development. Staff are all well trained and are confident and eager to move forward. Although pupils have a good understanding of the uses of information and communication technology, younger pupils need more regular opportunities to apply these skills in all subjects across the curriculum.

266. There has been a very good improvement in information and communication technology provision and teaching since the last inspection and standards have risen considerably across the school.

## MUSIC

267. *In the last inspection, the attainments of Year 2 and 6 pupils were in line with those found nationally. Evidence from one lesson observation, together with scrutiny of teachers' planning and portfolios, discussions and a review of resources for teaching, indicate that standards remain in line with those found nationally.*
268. Pupils sing with confidence and take pleasure in music lessons, assemblies and performances. During the one music lesson seen, pupils were encouraging to one another and appreciative of each other's skills and efforts such as pupils singing solo. The teacher clearly introduced concepts and terminology such as ostinato and used some pupils' prior knowledge to demonstrate to others, for example the introduction of B flat was demonstrated by a pupil on the recorder. Very good singing in rounds was observed during the lesson.
269. There are opportunities for all pupils to develop musical appreciation, including responding to the mood and atmosphere created by music in assembly. During the inspection, the music of Arvo Part was used in assembly and this was used effectively to create atmosphere.
270. There is an adequate range of untuned musical instruments, a few of which support the multi-cultural element in the school curriculum, but there is a shortage of tuned instruments. As part of the action plan for music in 2003-4, resources will be enhanced through the purchase of some three-octave sets of chime bars and some treble recorders.
271. Standards achieved by all pupils, including those with special educational needs, mostly match the nationally expected level with some able pupils attaining above the national standard. Staff work hard to provide the range of work prescribed in the National Curriculum.
272. Able and talented pupils perform in assemblies and can receive peripatetic tuition from teachers from Devon Youth Music. This is currently available in clarinet, flute, violin and guitar and is not dependent upon the ability to pay. Pupils' progress is noted, for example one pupil's early success was highlighted on the Woodbury School News board. There are opportunities for pupils to learn the recorder and there is an after-school recorder club providing teaching for beginners and the more advanced.
273. *The subject is well led and managed.*

274. The monitoring of standards in music is done informally by the subject leader. This is enhanced by the expertise of a governor who is also an ex-music teacher at the school. She spends time with classes, audits resources and discusses the subject with teachers and the subject leader. She has produced an informative report for governors.
275. The subject leader has a clear vision for the subject. Music has not been a priority on the school's improvement plan recently. A whole-curriculum review due to take place in the autumn term will provide an opportunity for the status of the subject within the school to be reviewed. There has been limited training for teachers, and teachers' subject knowledge remains an area to be addressed. Discussions between teachers and the subject leader currently provides some support. The subject leader manages a small budget and this has been enhanced by donations from the village Music Society. This has financed a drum, a set of treble recorders and a concert by outside providers. The subject leader has plans to purchase a computer programme '*Composing with acoustic instruments*' to enhance the composing aspect of the music curriculum.
276. These judgements indicate that provision for music in the school is of a similar standard to that reported at the time of the last inspection.

## **PHYSICAL EDUCATION**

277. ***Pupils' standards in physical education are above those typically expected of pupils in this age range, with some pupils attaining high standards. The curriculum is broad, varied and enriched through opportunities in after-school clubs.***
278. Inspection evidence indicates that pupils aged seven (Year 2) and eleven (Year 6) are on track to attain standards above those expected nationally for their respective age groups, with some pupils attaining significantly higher standards. Seven-year-old pupils can explore a range of movement in gymnastics with co-ordination and control and can link actions to form sequences. They can identify aspects of good performance in others and improve their own as a result. Older pupils can throw and catch with good levels of skill and precision. They understand skills and can comment on them and use their understanding to improve their own performance. Progress in the development of physical skills across the school is good and in the case of a number of higher attaining pupils progress is very good.
279. ***The teaching observed in the inspection was good overall.***
280. In the physical education lessons observed teaching was good. Learning is good, largely because teachers' planning is good and lessons run efficiently. This enables pupils to practise and develop their movements in gymnastics and to improve their games skills in striking and throwing and catching. Lesson planning is very detailed. Teachers ensured that pupils are clear about what they were to learn, and encouraged them to reflect on their performance and think about ways in which it could be improved. Because of teachers' good exposition, pupils of all abilities attain good standards and are confident in demonstrating their work for others' appreciation and comment. This enables them to make

good progress. In both gymnastics and games lessons, teachers of all classes ensure that pupils collaborate effectively. Teachers ensure that pupils who have special education needs are fully integrated into physical education lessons; they make good progress. Assessment of pupils is good. Assessments are carried out after each unit of work and the results passed on to the pupils' next teacher.

281. Inspection evidence indicates that the majority of pupils are on track to reach the nationally expected standard in swimming for the age group.
282. Teachers pay due regard to pupils' health and safety during lessons.
283. ***Management and leadership in the subject are good.***
284. Since the time of the last inspection there has been good improvement in provision for physical education. The subject co-ordinator leads the subject with energy and enthusiasm and has developed a comprehensive curriculum plan for physical education, ensuring coverage of statutory requirements. There is an appropriate scheme of work in place giving guidance to teachers on a broad range of activities. Additionally the school has its own swimming pool which is used during the summer months. The whole-school plan, drawn up in consultation with the LEA, identifies the units to be covered that are outlined in national guidance. This has been supplemented by an evaluation of the action plan for physical education for 2002, which has included a questionnaire for staff to help identify future needs. Areas for development have been identified and these include the broadening of the range of available resources.
285. The evidence from the scrutiny of teachers' planning records, the evaluation of the teaching programme together with the availability of resources, indicates that physical education is secure within the school's curriculum framework.
286. A very good range of clubs and activities is in place to support pupils' physical development as well as their social skills which includes competitive inter-school sports. These include tag rugby, netball, athletics and football. The school has outside support in games from Bicton College and Exeter FC. Pupils have the opportunity to take part in a range of outdoor activities including residential visits. The co-ordinator has drawn up a list of able and talented pupils in physical education listing their particular skills.
287. Resources are good and include a range of small and large apparatus. There are some restrictions placed on physical education activities by the school's facilities. In the school hall half the floor is sprung and half is solid. This means activities need to be carefully planned to ensure that foot and ankle injuries do not occur during lessons held in it. The hard surfaced play area outside the school is sloped and close to the road running past the school. Teachers plan and organise lessons carefully to avoid potential hazards. The school makes considerable efforts to successfully overcome these limitations.