

INSPECTION REPORT

WOLBOROUGH CE (Aided) PRIMARY SCHOOL

Newton Abbot, Devon

LEA area: 878 - Devon

Unique reference number: 113477

Headteacher: Mr P F Ball

Reporting inspector: Mr C R Warn
4293

Dates of inspection: 9 – 13 June 2003

Inspection number: 247381

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 category: Voluntary aided

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Union Street
Newton Abbot
Devon

Postcode: TQ12 2JX

Telephone number: 01626 202050

Fax number: 01626 202054

Appropriate authority: Governing Body

Name of chair of governors: Major Cyril Richards

Date of previous inspection: 1 December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4293	C R Warn	Registered inspector	Geography	<p>What sort of school is it?</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils or students taught?</p> <p>How good are the curricular and other opportunities offered to pupils or students?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
11072	S Elomari	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils or students?</p> <p>How well does the school work in partnership with parents?</p>
18346	R Bristow	Team inspector	<p>English</p> <p>Information and communication technology</p> <p>Special educational needs</p>	
33068	J Bennett	Team inspector	<p>Art</p> <p>History</p> <p>Music</p> <p>Foundation Stage</p> <p>English as an additional language</p>	
30075	M Duggan	Team inspector	<p>Mathematics</p> <p>Science</p> <p>Design and technology</p> <p>Physical education</p> <p>Equal opportunities</p>	

The inspection contractor was:

Staffordshire and Midlands Consortium

The Kingston Centre
Fairway
Stafford
ST16 3TW

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wolborough CE (Aided) Primary School is a larger than average school for boys and girls aged between 4 to 11 years. It is located within a restricted site in the centre of Newton Abbot in Devon. At the time of the inspection 284 pupils were attending the school. There is a recently opened nursery provision attached to the school and most children receive some pre-school education before entering the Reception Year. The general ability level of pupils when they start in Year 1 is just below the national average. The area served by the school is moderately disadvantaged in terms of social and economic circumstances, even though a lower than average proportion of pupils (13%) is entitled to take free school meals. The proportion of pupils speaking English as an additional language (2%) is relatively low. Just over 90% of pupils are of white ethnicity. The proportion of pupils with identified special educational needs (38%) is well above the national average. The majority of these pupils have moderate learning difficulties. Two pupils have multi-sensory impairment and one requires wheelchair access. This high proportion of pupils has a notable impact on test results, especially at the end of Year 6.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education and offers a secure and friendly learning environment. Children make good progress in the Reception Year and satisfactory progress from Years 1 to 6. The overall quality of teaching is satisfactory, with much that is good or very good. The school is well supported by parents who show considerable satisfaction with the way in which their children develop as mature, responsible and well-behaved young people. All pupils have full access to the learning opportunities provided, and all are supported and encouraged well. The school is capably led and provides satisfactory value for money.

What the school does well

- Standards of attainment are rising in the Reception Year and in Years 1 and 2.
- The quality of teaching has improved considerably since the last inspection.
- The learning needs of pupils with special educational needs are met well; consequently they make good progress.
- Pupils' behaviour and attitudes to learning are good and personal relationships are very good.
- Opportunities for pupils' moral, social and cultural development are very good.
- The school has a friendly, supportive and happy ethos underpinned by Christian values.
- The school works well in partnership with parents to support pupils' learning.
- The leadership team has a clear understanding of the strengths and development needs of the school.

What could be improved

- Standards of attainment in writing are lower than they should be.
- More able pupils do not make enough progress and too few pupils reach Level 5 by the end of Year 6.
- Pupils do not have a clear enough understanding of the level that they are working at, the progress that they are making and what more they need to do to reach their personal achievement targets.
- There is scope for homework to be used more imaginatively to extend and deepen the learning of pupils outside school hours.
- The potential of the new technology provision of the school needs to be used more fully in all subjects.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good overall progress since the last inspection in 1997. There have been notable improvements in the standards reached by children in the Reception Year. The overall quality of teaching has improved. The National Literacy and Numeracy Strategies have been adopted successfully. Pupils' work is now assessed more accurately although pupils still do not have clear individual learning targets to aim for. Considerable progress has been made in increasing opportunities for pupils to use new technology to enrich their learning, although there is much more still to be achieved. The family values that the school promotes are greatly appreciated by parents. Time is now used intensively during the school day. The arrangements for supporting pupils' personal and social development are now very good. The leadership team has been strengthened by the involvement of more people with an impressive range of talents. Test results at the end of Years 2 and 6 have generally remained at a similar level from 1997 and 2002, though there are signs of them rising in 2003 and 2004. There is still work to be done to challenge more able pupils and to design effective homework activities.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	C	E	E
mathematics	C	C	E	E
science	B	C	C	C

<i>Key</i>	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

Children in the Foundation Stage make good progress and the great majority achieve all of the early learning goals by the end of the Reception Year. The overall results in the National Curriculum tests taken by pupils at the end of Year 2 have gradually risen since the last inspection. In 2002 they were above average in mathematics and science but below average in reading and writing. In the tests in English, mathematics and science taken by pupils at the end of Year 6, results remained at or above the national average from 1998 to 2001, but dipped in 2002. This was mainly due to a year group that had an unusually large proportion of pupils with special educational needs which is not represented in the 'similar schools' indicator. The provisional, unpublished results for 2003 show a marked rise in all three subjects. The standards of work seen in lessons during the inspection indicated that Year 6 pupils are performing slightly below the national average in English, mathematics and science combined. The standards reached in the other subjects by pupils at the end of Year 6 range from just below average to in line with average compared to all primary schools. (These subjects are art and design, design and technology, information and communication technology (ICT), history, geography, music and physical education). Pupils are currently catching up with their ICT skills following the arrival of new equipment. Generally pupils are making satisfactory progress. Boys tend to make less progress than girls by the end of Year 2, but do equally well by the end of Year 6. Pupils with identified special educational needs make good progress. Some able pupils are capable of reaching higher standards. The targets for 2002 were not met partly because they were set too high without enough regard for the capabilities of the individual pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy learning and most are attentive, polite and enthusiastic in lessons. Many are willing to accept considerable amounts of responsibility for their age and to become involved in school activities.
Behaviour, in and out of classrooms	Very good. Pupils are courteous, considerate and very well mannered, reflecting the values of the school. There is very little oppressive behaviour.
Personal development and relationships	Very good. Pupils care for one another extremely well. They contribute fully to the school community. Personal relationships are notably good. Pupils respect the feelings and beliefs of others very well.
Attendance	Very good. Attendance rates are well above average and lessons start punctually.

These aspects represent important strengths of the school, enabling pupils to become mature and responsible.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	good	satisfactory

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.

In approximately six out of ten lessons seen the quality of teaching ranged from excellent to good. There were particular strengths in the teaching of children in the Reception Year. In the remaining lessons seen the quality of teaching was satisfactory in almost every instance. The overall quality of teaching is good in English and satisfactory in mathematics and science. Teaching has greatly improved since the last inspection when in nearly one lesson in five the quality of teaching was judged to be unsatisfactory. Skills of literacy and numeracy are taught thoroughly. The needs of lower attaining and vulnerable pupils (including those with special educational needs and those who speak English as an additional language) are particularly well met, but more able pupils often need more intellectual challenge. Teachers are not yet in a position to make full use of new technology to support learning in all subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. A broad and balanced curriculum is offered to all pupils. There are particular strengths in the newly revised curriculum for the early years. There is an improving provision for the use of ICT, which is yet to be fully exploited. Aspects of the National Curriculum for design and technology, ICT and history are not provided, which means that requirements are not fully met.
Provision for pupils with special educational needs	Good. Pupils with special educational needs progress well and are given plenty of focused support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The overall arrangements for supporting pupils' spiritual development are much stronger than at the time of the last inspection. Opportunities for pupils' moral, social and cultural development are very good. Education for citizenship is a strength. Health, sex and relationships education is taught appropriately.
How well the school cares for its pupils	Good. Pupils are well cared for, but there are minor safety hazards within an old building. Effective child protection arrangements are in place. Race equality is promoted well.

The quality of the provision to support pupils' personal development is a notable strength. Parents are pleased with how their children are encouraged, guided and cared for by the staff of the school. The school works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Leadership is good. The headteacher has played a key role in establishing a friendly, supportive ethos where pupils develop well. The leadership team has a clear understanding of how the school should improve and there are emerging strengths in the ways in which subjects are led. Management is satisfactory. There is a need to ensure that all pupils make good progress and that policies are turned into consistent action. The school is administered well.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the work of the school and offer considerable expertise in finance and buildings. They are not yet playing a decisive part in planning, monitoring and review activities.
The school's evaluation of its performance	Satisfactory. There is a clear recognition by the headteacher and members of staff of the strengths and development needs of the school. Information about how well pupils are performing is beginning to be used to improve teaching.
The strategic use of resources	Good. Skilful use has been made of the difficult and restricted site of the school. The budget has been spent very wisely in order to improve learning opportunities for pupils. Staffing and resources are adequate to meet the needs of the curriculum, except in design and technology.

Capable leadership by the headteacher and the leadership team has enabled a school with a good reputation to make a steady improvement. Development planning and self-review activities are done thoroughly, but do not involve all staff and governors sufficiently in the process. The number of teachers is adequate to meet the needs of the curriculum and in most subjects learning resources are also adequate. The size and shape of the buildings and grounds constrain some learning activities, particularly physical education and design and technology. Despite being a well-regarded school, reducing numbers of pupils in the locality is leading to a drop in income which in turn is requiring some economy cuts to be made. This process is being handled well. The principles of 'best value' are applied well to the deployment of people and resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good start that children get in the Reception Year. • Most pupils make substantial progress. • High standards of behaviour and personal relationships. • The safe, caring, Christian ethos of the school. • Teachers are friendly, hard-working and approachable. • The good quality of the information supplied to them. • The leadership provided by the headteacher. • The ways in which the school buildings have been upgraded. 	<ul style="list-style-type: none"> • Some more able pupils need more intellectual challenge. • The school should provide a more interesting range of activities outside lessons. • Homework is not always interesting or relevant and is used differently by teachers. • The sports facilities are inadequate.

Parents show strong approval for most aspects of the work of the school. At the parents' meeting there were relatively few points of criticism or concern and much praise. Inspectors endorsed the parents' views except for the concerns over the range of activities outside school, which they judged to be satisfactory in comparison to similar primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

By the end of the Reception Year

1. Children in the Foundation Stage make good progress and many achieve the early learning goals in all six areas of learning by the end of the Reception Year. In the last inspection, standards of attainment in the Foundation Stage were just below the national average. Now they are just above it. This represents a significant improvement. The good start that children receive should enable them to achieve well in their tests when they reach the age of seven, provided that they make the expected amount of progress.
2. In general, children enter the Reception Year with below average levels of attainment in language, literacy and numeracy. Those children who enter the Reception Year in the autumn or spring terms generally make good progress and attain the goals in all six areas of learning. (These are (1) personal, social and emotional development; (2) communication, language and literacy; (3) mathematical development; (4) knowledge and understanding of the world (5) physical development (6) creative development.) These children often are able to demonstrate that they are working towards Level 1 in reading, writing and mathematics by the time they enter Year 1. Those children who enter the Reception Year in the summer term also make good progress, but because they only have a term in the Reception Year many reach the early learning goals only in areas (2) and (3). Despite very good teaching, the facilities for children to reach the goals of area (5) are inadequate, so restricting their progress.

By the end of Year 2

3. The overall results in the National Curriculum tests taken by pupils at the end of Year 2 have gradually risen since the last inspection. The overall standard of attainment is close to the national average when English, mathematics and science results are combined. Standards of writing were well below average in 2002 and are likely to be below average in 2003. This is an important area for the school to focus upon. Boys tend to achieve less highly than girls by the end of Year 2, particularly in mathematics and writing. The overall percentage of pupils reaching Level 3 was below average in 2002 in all three tests. This is also an important area for further improvement. Teacher assessments in the core subjects at the end of Year 2 correlate well with test results. The standard of attainment is in line with the average for pupils at the end of Year 2 nationally in art and design, geography, history, design and technology, music and physical education. It is below average in ICT.
4. In reading, the average point score of pupils in Year 2 was just below average in 1998 and 2002 and below average in 1999, 2000 and 2001. Thus standards significantly rose from 2001 to 2002. This was because of a concerted focus on improving reading undertaken by teachers. There is evidence from the inspection that standards in reading in Year 2 have continued to rise in 2003. The proportion of pupils currently reaching

Level 2 is in line with the national average. A higher than average proportion of pupils achieve at Level 1, reflecting the large number of pupils with special educational needs. A slightly smaller than average proportion of pupils reach Level 3. Over the last three years boys have achieved less well than girls in reading by a significant degree.

5. In writing, the average point score of pupils in Year 2 was below average in 1999, 2000 and 2002 and was just below average in 2001. The 2002 results were depressed by a much smaller than average percentage of pupils reaching Level 3 and the higher end of Level 2 (Level 2A). 30% of pupils did not reach Level 2, largely reflecting the language difficulties of many pupils with special educational needs or the small number of pupils for whom English is an additional language. As with reading, boys in general achieved less highly than girls. It is clear that in focusing on the needs of the middle and lower ability writers, the needs of more able writers were not championed sufficiently. The school has recognised the need to address this, and at the time of the inspection it was apparent that standards in writing were beginning to rise for pupils of all abilities.
6. In mathematics, pupils in Year 2 attained well in 2002, with above average point scores. This was in contrast to below average scores in each year from 1998 to 2001. High test point scores were obtained because 40% of pupils reached Level 3 (compared to 31% nationally) and because 95% of pupils reached Level 2 or above. These figures indicate that many of the pupils whose literacy skills are poorly developed can nevertheless handle skills of numeracy with confidence. Inspection evidence indicates that the standard attained by the present Year 2 pupils is close to the national average. Boys and girls are working at a similar standard.
7. In science, the proportion of pupils reaching Level 2 or above in 2002 was in line with the national average, but the proportion reaching Level 3 was below average. This reflects the pattern seen in reading and writing in 2002. Inspection evidence indicates that overall attainment in science for Year 2 pupils in 2003 is in line with the national average.

By the end of Year 6

8. At the end of Year 6 the overall standard of attainment of pupils in English, mathematics and science combined in 2002 was just below the national average. As the majority of these pupils entered the school at a comparable standard, the progress that they made from Year 1 to Year 6 was satisfactory. In the tests in English, mathematics and science taken by pupils at the end of Year 6, results remained above the national average from 1998 to 2001, but dipped in 2002. This was mainly due to a year group that had an unusually large proportion of pupils with special educational needs. However, the percentage of pupils reaching Level 5 was below average in 2002. This is also a key factor in lower than expected point scores. This could be tackled more vigorously by providing able pupils with more extension work and additional opportunities to develop their thinking and enquiry skills. The school set very high targets for its Year 6 pupils to achieve in 2002. These targets were not related to the actual known levels of ability of the pupils involved. Thus the targets were not met. More realistic targets have been set for 2003 which take greater account of pupils' prior attainment. Provisional, unpublished test results on 2003 show a marked rise in the proportion of pupils reaching Level 4 in all three subjects.

9. The standards of work seen in lessons during the inspection indicated that test results in English, mathematics and science are set to rise gently to be just above those of 2002 in 2003 and sharply to be well above them in 2004 provided pupils maintain the present level of progress. The standards reached in the other subjects by pupils at the end of Year 6 range from just below average to in line with the average compared to all primary schools. Boys and girls attain equally well by the end of Year 6. Pupils with identified special educational needs make good progress, but there is scope for more able pupils to reach higher levels of achievement.
10. In English, average point scores rose annually from 1998 to 2000 and then fell in 2001 and 2002. Boys achieved slightly less well than girls from 2000 to 2002. The point scores in 2002 were depressed by a below average proportion of pupils reading Level 5 (19% compared to the national average of 29%) and a high proportion of pupils not reaching Level 4 (36% compared to 23%). Whilst the latter statistic is readily explained by the high percentage of pupils in Year 6 in 2002 with special educational needs, the relatively low proportion of pupils reaching Level 5 was a weakness. Unreported results for 2003 show the proportion of pupils reaching Level 5 has risen from 19% to 22%. Inspection evidence points to significant improvements in the quality of pupils' writing in Year 6, although the standard is still just below the average for pupils of this age.
11. In mathematics, average point scores also rose from 1998 to 2000 and then fell in 2001 and 2002. The year 2002 was the only occasion when point scores dropped to be below the national average. Boys performed slightly better than girls from 2000 to 2002. The 2002 results were characterised by a below average proportion of pupils reaching Level 5 (19% compared to 27% nationally) and an above average proportion of pupils not reaching Level 4 (41% compared to 25% nationally). The issues here are similar to those described in the paragraph for English above. Unreported results for 2003 show that the proportion of pupils reaching Level 5 has risen from 19% to 27%. Inspection evidence showed that pupils in the current Year 6 were performing to an overall standard that was just below that expected for pupils of their age.
12. In science, pupils in Year 6 achieved to a standard that was well above the national average in 1998 and 1999, just above it in 2000 and in line with it in 2001 and 2002. From 2000 to 2002 boys achieved significantly more highly than girls in science. In 2002 the proportion of pupils reaching Level 5 (42%) was just above the national average (38%). Unreported results in 2003 show the proportion of pupils reaching Level 5 rose to 53%. Inspection evidence indicates that in 2003 Year 6 pupils are performing at an overall standard that is just below that expected for pupils of this age. To raise achievement further, pupils need to be given sufficient opportunity to develop their investigative experimental skills and to use new technology more.
13. The standard of attainment of Year 6 pupils seen during the inspection in the other subjects of the curriculum ranged from being just below average to being in line with the average standard expected for pupils of this age. Standards were in line with average national standards in art and design, geography, history, music and physical education. Standards were just below average in design and technology and ICT. In both of the

latter two subjects, this is largely because of gaps in the curriculum provision relating to control technology.

14. The proportion of pupils with special educational needs is well above that experienced by most other schools. They receive very good support and often achieve good standards for their age and abilities. Their individual education plans are ambitious but manageable. Pupils are provided with a full range of opportunities and their self esteem is high. Pupils work well together, they are generally well behaved, and are proud of their achievements.
15. Approximately fifteen pupils are from minority ethnic groups. Some of these pupils are from Asian backgrounds and speak English as an additional language. These pupils are given considerable help with their English language skills, but even so some have considerable weaknesses in writing English when they sit their tests at the end of Years 2 and 6. These pupils tend to attain more highly in mathematics and science where their non-literacy reasoning skills are often strong. Pupils from minority ethnic groups who speak English as their first language progress equally well as other pupils.

Pupils' attitudes, values and personal development

16. In the lessons observed during the inspection, pupils' attitudes to learning were good throughout the school. Behaviour in lessons and around the school was very good. The pupils know what is expected of them and respond positively to the encouragement and praise given by staff. There has been a significant improvement in the standards of behaviour since the previous inspection. Opportunities for pupils' personal development are very good in all years, as are relationships. These opportunities begin with a very well designed programme to support children's personal, social and emotional development in the Reception Year. Attendance is well above the national average and the amount of unauthorised absence (which was above average in 2001-2002), has now been significantly reduced.
17. Pupils are very keen to come to school, to the extent that some are reluctant to stay away when they are ill. They usually enjoy their lessons and join in activities with enthusiasm even when the work is not sufficiently challenging. Almost all the parents who responded to the questionnaire stated that their child liked school. Pupils arrive at school prepared to work. They almost always settle quickly in the classroom. Pupils listen attentively to their teacher and to one another; they enjoy the opportunities they have for discussion. For example, during snack time in a Reception class children had fun discussing the jelly they had made and deciding whether or not it really tasted of strawberry. Occasionally there are times when the teacher talks for too long and some pupils then lose concentration, although they do not disrupt others. Pupils work diligently and try hard to complete their work. Pupils with special educational needs share these positive attitudes to work and are fully included in every aspect of school life. In a Year 1 physical education lesson, for example, a visually impaired pupil gained the confidence to walk along a form when two boys spontaneously held her hands. Throughout the school, pupils' positive attitudes to learning contribute to the progress they make.
18. During the days of the inspection, no unsatisfactory behaviour was seen in lessons. Overall, behaviour was very good in all years. In the great majority of lessons pupils'

good behaviour is an important factor in the progress that they make. This situation represents an improvement on the pattern recorded at the time of the previous inspection when some instances of restless behaviour were noted. Pupils respond positively to the high expectations of staff and are well motivated by team points and 'golden time'. During the inspection, the best behaviour was seen when the teacher had high expectations of the class. This led to pupils responding enthusiastically to the challenge of the lessons and being eager to demonstrate their ability. However, there were a few lessons where the teacher spent too long talking about the tasks so that some pupils lost interest. The very good behaviour means that teachers do not spend time dealing with unacceptable conduct and most lessons proceed at a good pace. Pupils show very good levels of respect for the feelings of others and learn to value opinions that may differ from their own. This was exceptionally well demonstrated in a Year 5/6 geography lesson where pupils were considering the effects of Apartheid on the lives of different groups of people in South Africa twenty years ago. Pupils look after the school's resources very well. They take care of their own and other people's property. There is no sign of vandalism or graffiti and pupils take a great deal of pride in their school.

19. Behaviour at playtimes and lunchtime is almost always very good. Pupils play very well together in the playground. Some chat in groups while others play games. Pupils are careful to avoid others when running around. A particular feature of the school is that pupils from all year groups are encouraged to play together during morning break and the younger pupils benefit from the care the older ones show them. Pupils look after one another very well. They are kind and helpful to others, for example, if a pupil falls there is always someone willing to help. Pupils also take care that everyone has someone to play with. Lunchtime is very orderly. Movement around the school is very quiet and sensible. The atmosphere in the school is calm but purposeful. There was only one fixed period exclusion in the last year. Parents are confident that the school achieves a good standard of behaviour and especially appreciate its family values and Christian ethos.
20. The school provides a very good range of opportunities for pupils' personal development and parents are confident that school helps their children to mature into responsible youngsters. Pupils gain in confidence by, for example, reading aloud in assembly, helping in the classroom and discussing issues in lessons. All pupils are expected to help keep their classroom tidy and do so willingly. Pupils benefit from the opportunities they have to work together in pairs or small groups, for example in literacy and numeracy lessons. Most pupils are able to work independently in a small group, without disturbing the teacher's work with other pupils. They work sensibly together, sharing equipment and sometimes helping one another with their work. However, pupils do not have a sufficiently wide range of opportunities to take responsibility for their own learning, for example through undertaking research tasks, nor are they actively involved in improving their own standards of work in many cases. The school council gives pupils a real voice in the school and they take pride in the changes they have achieved. Pupils raise money for a range of local, national and international charities.
21. Relationships throughout the school are very good and are very well fostered by the 'family group' system, which helps pupils to develop a growing understanding of the impact of their actions on others as they move through the school. Teachers and other staff support pupils very well and pupils realise that they are valued. This leads to very

high levels of mutual respect. Pupils co-operate very well together; even the youngest children understand about taking turns and squabbles are extremely rare. Bullying occurs rarely and is not tolerated by staff or pupils. Pupils are confident that any bullying that does occur is dealt with both quickly and effectively. Parents testified to this. The very high quality of the relationships makes a very significant contribution to the high standards of behaviour achieved.

22. Attendance is well above the national average. In 2001 to 2002, levels of unauthorised absence were higher than the national average but during the current school year this has been reduced and is now in line with the national picture. Almost all pupils routinely attend on time in the morning. The very good level of attendance means that pupils' learning is rarely interrupted. The school has improved on the good attendance noted at the time of the previous inspection. The last inspection reported that some lessons did not start punctually. This was not the case during this inspection.

HOW WELL ARE PUPILS TAUGHT?

23. The overall quality of teaching is very good in the Reception Year, is good in Years 1 and 2 and is satisfactory in Years 3 to 6. In approximately six out of ten lessons seen the quality of teaching ranged from excellent to good. In the remaining lessons the quality of teaching was satisfactory in almost every instance. Teaching has greatly improved since the last inspection when in nearly one lesson in five teaching was unsatisfactory. Skills of literacy and numeracy are taught thoroughly. The needs of lower attaining and vulnerable pupils are particularly well met, but more able pupils need more intellectual challenge. Teachers are not yet in a position to make full use of new technology to support learning in all subjects.
24. The overall quality of teaching in the Reception Year is very good. As a consequence children make rapid and substantial progress, particularly in their personal development, reading, speaking, number work and creative development. Teaching is lively, imaginative and well organised. Lessons are well planned to include a wide range of learning activities that are well matched to the very diverse needs of the children. Teachers deal well with a wide ability range and also with a widely varying length of time that children spend in the Reception Year. These factors are taken into account fully in the design of lessons and activities. Children are invited to make substantial personal contributions to class and group learning activities, such as responding to the starter "If I had only one wish, it would be ...". Teachers and support staff listen and talk to children all the time, extending their vocabulary, giving them many new ideas and building up their confidence. As a consequence of this very good teaching, children who enter the Reception Year with levels of ability that are broadly below average enter Year 1 with capabilities that are in line with the national average. Most children reach the great majority of the early learning goals and many begin working towards Level 1 in reading, writing and mathematics by the end of the Reception Year as a result of talented teaching.
25. The overall quality of teaching in Years 1 and 2 (Key Stage 1) is good. Teachers have a good knowledge of the content of the curriculum and have been well trained to teach the National Literacy Strategy and the National Numeracy Strategy. They are good at teaching reading skills, which are rising year by year as a consequence. Reading is

becoming frequent and purposeful. Despite a good deal of planning and training, teachers are sometimes finding it hard to raise standards of writing to the average standard for pupils aged seven. Teachers often encourage pupils to sharpen their mental arithmetic skills in lively oral sessions at the start of some lessons. Overall, the teaching of mathematics in Years 1 and 2 is good, with some examples of very good teaching. Teachers in all three core subjects (English, mathematics and science) are beginning to expect more from their higher ability pupils, but even so there is scope for more pupils to be encouraged to work at Level 3. Unlike the position at the time of the last inspection, teachers now use lesson time intensively and purposefully. There are opportunities for learning support assistants to be more closely involved with teachers in planning lesson activities and subsequently evaluating how successful they have been. Pupils' achievements are assessed reasonably accurately at fixed points during the two years. Work is marked closely with plenty of words of praise and encouragement when they are due. Some work is set to be done at home with the help of parents but there is a need for teachers to provide parents with more details about the things that their children are learning in class and the methodology being used so that parents can help in a more informed way.

26. The overall quality of teaching in Years 3 to 6 (Key Stage 2) is satisfactory. However, there were many cases of teaching that was good or very good, especially in Years 5 and 6. Just one instance was seen when teaching was less than satisfactory. Thus pupils made satisfactory overall progress from Years 3 to 6. In general, teachers were good at ensuring that all pupils understood basic concepts clearly and could employ key skills confidently. In lessons where the quality of learning was less than good, the main weakness was in providing the same activity at the same level of difficulty to all pupils, with those with identified learning difficulties receiving additional help to catch up. This left the more able pupils in such lessons in a position where they found some of the work too easy and wanted to engage their thinking skills at a higher level. In a few instances, teachers spoke for too long, thus restricting time for independent and group work.
27. In Years 3 to 6 teachers' planning was satisfactory. The main areas for further improvement (in about four lessons in ten) are to expect more from some pupils, to give them more opportunities for exercising higher order reasoning skills and to give them access to more sophisticated learning resources. Pupils are managed well and there are now very few instances of the restive and disruptive behaviour in lessons that was a feature of the report of the last inspection. Lesson time is generally used well, with a prompt start and a continuous pace. Whilst pupils' work is generally marked frequently with plenty of encouraging comments, there is not a lot of explicit advice about how work could be improved further. Teachers do not normally mention specific learning targets in lessons that refer to individual pupils or groups of pupils. Teachers do not tend to share information that they possess about the levels that pupils are working to with parents or pupils.
28. In English, the overall quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. The main strengths in Years 1 and 2 are the development of reading skills, the encouragement of speaking in sentences and the ability to listen carefully to stories, information and instructions. Weaknesses largely lie in teachers' inability to tackle deep-rooted problems with writing (such as spelling) and in not enabling more pupils to reach

Level 3. There are particular strengths in the teaching of Year 6 pupils. This year these pupils have been prepared very thoroughly for the English tests and tasks. Homework opportunities are satisfactory. They could be better if pupils were given more tasks to complete that involved extended and creative writing or the summarising of information. At present, opportunities for using the Internet and CD-ROM programs to enrich pupils' learning are not sufficient. This is in part because teachers lack confidence in the use of ICT equipment or have yet to search out appropriate programs. Literacy skills are often taught well in the foundation subjects, particularly history and geography. However, across the curriculum, more opportunities for extended, independent writing should be provided.

29. In mathematics, the overall quality of teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6. There are particular strengths in all years in the teaching of basic numeracy skills and the management of pupils. Lesson planning is usually detailed, with well-defined activities and resources. In most instances, lessons contain a varied range of learning activities that keep pupils interested and involved. Most pupils are enabled to develop their mathematical skills well, but there is a need to provide more scope for pupils to undertake investigative work and to solve practical problems. As with English, there is a need for teachers to give more attention to the needs of more able pupils, thus increasing the numbers of pupils who reach Level 5 by the end of Year 6. Numeracy skills are suitably taught in science, geography, music and physical education.
30. In science, the overall quality of teaching is satisfactory in all years. There are strengths in teachers' knowledge and understanding of the subject, their teaching of basis skills, and their management of pupils. Lesson planning is often detailed, but the intended learning outcomes for different groups of pupils working at different levels are not identified clearly enough. Overall, teachers tend to pitch their teaching at the middle level of ability in a class and provide (sometimes with support from a learning support assistant) additional help for pupils with special educational needs. By relying heavily on worksheets, more able pupils sometimes find that they want to absorb more facts and concepts but do not have access to them. The investigative aspects of the subject are not taught as thoroughly as other aspects. As yet, teachers do not make enough use of new technology to support their teaching.
31. In the lessons seen where ICT skills were being specifically taught within the ICT suite, teaching was good in all years. Pupils were frequently given high levels of challenge and were enabled to work independently or in pairs. In other subjects of the curriculum, limited but very valuable opportunities to use ICT are being introduced. This is notably the case in geography. Even so, the lack of ICT equipment within classrooms makes it hard for teachers to use computer programs when the ICT suite is in use with another class.
32. The quality of teaching in the other foundation subjects ranges from satisfactory to good. It is good in art and design, geography and music and satisfactory in physical education. Too few lessons were able to be seen in design and technology and history for secure judgements to be made about the quality of teaching in these subjects.

33. Overall, the teaching of pupils with special educational needs is now good and lesson planning identifies activities that are well matched to their needs. Pupils are fully involved in all learning activities, and their contributions are greatly valued. The talents of learning support assistants are harnessed effectively during activities. They contribute significantly to the quality of learning and the good progress made when working in targeted support groups. At their most effective they are used to monitor progress during whole-class sessions when pupils are listening to their teachers. Pupils identified by class teachers as having weak speaking and listening skills are taught very well and quickly improve in confidence and capability. Teachers and learning support assistants offer valuable help to the small number of pupils who speak English as an additional language. Sometimes these pupils arrive in school in Years 5 and 6 with a very limited use of English. Despite intensive tuition, these pupils are not able to reach Level 4 by the end of Year 6 in English. There are a small number of gifted and talented pupils who receive some specific tuition to give them the intellectual challenge that they require. However, their advanced learning needs are not always fully met when they are in a full class.
34. Children learn very well in the Reception Year, well in Years 1 and 2 and satisfactorily in Years 3 to 6. Pupils of average and below average ability make the greatest progress, whilst more able pupils make satisfactory progress. In their case, they need more opportunities to develop and demonstrate higher level thinking and reasoning skills. It is principally this factor that reduces the productivity of some lessons. Overall, pupils are not given enough information about the standard that they are currently working at, the standard they should aim for and what more they should do to improve. They therefore become very reliant on the teacher to give them instructions and to organise their learning for them. Teachers do this well. There is therefore a need to provide pupils with more information about their learning targets and to help them to take more personal responsibility for reaching them. In most lessons pupils retain concentration and interest and often show considerable enthusiasm when answering questions or when saying what they have done.

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

The quality and range of the learning opportunities provided for pupils

35. The quality and range of the curriculum is satisfactory. The provision for pupils with special educational needs is good in Years 1 to 6 and is very good in the Reception Year. A broad and balanced curriculum is offered. There are particular strengths in the newly revised curriculum for the Foundation Stage which is taught in the Reception Year. The great majority of the children following this curriculum are enabled to reach all of the early learning goals by the time they enter Year 1. Many children are enabled to go beyond these into Level 1 work. There is an improving provision for the use of information and communication technology (ICT) thanks to an investment in new computers and an ICT technician and the installation of Broadband Internet access. There has not been enough time for this new provision to be fully exploited. The control and monitoring elements of the National Curriculum for ICT are not being fulfilled at present. Also, the control technology aspects of the National Curriculum for design and technology are not provided. The history curriculum does not currently include all six prescribed elements.

The limited access to a playing field restricts the extent to which pupils can participate in team games and athletics.

36. Pupils with special educational needs, including those with physical disabilities are fully included in all school activities and have complete access to the full range of National Curriculum activities. When withdrawn from class activities they engage in carefully planned and well structured learning activities. However, this does involve missing parts of the class lesson that they have been withdrawn from. This concerns some parents. Inspection evidence pointed to the conclusion that the school's strategy for meeting the learning needs of these pupils is effective.
37. The National Literacy Strategy and National Numeracy Strategy requirements are met well. Schemes of work recommended by Qualifications and Curriculum Authority (QCA) have largely been adopted for science and the foundation subjects. This has improved the content, progression and rigour of the curriculum considerably. There is still more to be done to develop the investigation elements of the science and mathematics curriculum and to meet the full requirements for the use of ICT in most subjects.
38. A satisfactory range of extra-curricular activities is provided for a school of this size and type. There are a number of clubs and activities that pupils can join that happen at lunchtime and after school. The celebration of festivals, residential field trips and historical and cultural visits are a notable feature of the school. Some parents were concerned that their children did not have enough interesting activities to do outside school hours. Inspectors concluded that although there was inevitably scope for more activities, the present coverage involved a considerable personal commitment from the staff in addition to their main duties. These activities are comparable in range and frequency to those in many primary schools. It is intended that in the near future the ICT provision of the school will be made more accessible to pupils outside lesson times. The library facility was underused at the time of the inspection, but in general pupils were supplied with plenty of books to read at home by their class teachers.
39. The curriculum provision is accessible to all pupils to an equal extent. Pupils with disabilities are given appropriate levels of help so that they can participate fully in the total range of learning opportunities provided. More able pupils, particularly those who are gifted or talented, are sometimes disadvantaged by restricted opportunities to encounter more advanced resources or information, or to extend their thinking skills to a high enough level in their normal lessons. Three gifted and talented pupils in Year 4 have an opportunity to be taught separately for two lessons a week. These lessons are used to develop higher order thinking skills in literacy and numeracy and are very beneficial. Sometimes the same homework activities are set for all pupils in a class, regardless of their specific learning needs. Pupils for whom English is an additional language are given high levels of linguistic support to help them to gain sufficient access the rest of the curriculum. In some instances such pupils arrive in the school in the middle of a key stage and, despite the available help, do not perform well in tests because their English reading, writing and comprehension skills are still at an early stage of development. Pupils from minority ethnic groups are totally integrated into the life and work of the school. Indeed, particular care is given to highlighting the specific contribution that they can make to subjects such as geography.

How the school promotes pupils' personal development

40. The arrangements for supporting pupils' spiritual development are good and are much stronger than at the time of the last inspection. Very good opportunities are provided to promote pupils' moral, social and cultural development. Education for citizenship is a notable strength of the school. The personal, social and health education curriculum is well designed and includes all statutory elements relating to health and sex and relationships education and the misuse of alcohol and drugs.
41. The provision for personal, social and health education (PSHE) and education for citizenship is good. This provision is imaginatively and comprehensively planned using current national guidelines. There are several well designed links between the PSHE programme and cross-curricular links, such as healthy eating which connects with the science curriculum and the ethics of racism which link up with geography and religious education. In the Foundation Stage opportunities to support children's personal, social and emotional development are plentiful. For example, children help each other to change for physical education and discuss how they can be friendly to others in a very lucid way. In Years 1 and 2 'circle time' (where pupils sit on the floor in a circle to discuss issues with their teacher) is used well to enable pupils to express their personal ideas and feelings within a truly supportive environment.
42. In Years 3 to 6 pupils frequently have the chance to discuss significant issues that have strong ethical and moral dimensions. Inspectors saw pupils giving very mature responses to both sides of an argument on whether mobile phones should be allowed in school, for example. Sensitive and profound issues related to immigration, racism and asylum seekers in Britain since 1930 are handled very well in history. In a citizenship lesson pupils successfully undertook different roles to simulate court proceedings. In the school council class representatives put forward the views of their fellow pupils with conviction. They were prepared to listen to counter arguments and help construct compromise solutions to contentious issues.
43. Since the last inspection, multi-cultural education has improved greatly, both in content and range. Pupils in the school who have family connections with the Philippines, Bangladesh and India are actively encouraged to share information about the culture and geography of these countries with other pupils. The school sponsors a nursery school in Africa, raising money and exchanging correspondence and pictures. This also increases pupils' awareness of life in other cultures.
44. At the time of the last inspection there were reported weaknesses in the school's ability to support pupils' spiritual development. Since then, very considerable strides have been made and this provision is now good. The school gives pupils plentiful opportunities to explore values and beliefs. Pupils are good at understanding their own feelings and emotions and therefore developing a recognition of how those of other people may be shaped by events and opportunities. Pupils are respectful of differences of age, religion, race, sex and ability. The Christian ethos of the school provides a helpful framework for many pupils to articulate spiritual views and values. Surprisingly, given this level of involvement, there is no clearly defined school policy on spiritual development.

45. Opportunities for promoting pupils' moral and social development are very good. They are taught to distinguish right from wrong at an early age and by Year 3 are able to make sophisticated comments on ethical issues that are beyond their daily personal experience. They are good at thinking through the consequence of their own actions on others, and thus empathising with the causes and effects of injustices as they affect groups of people that they have read about. The strong moral code that underpins the values of the school provides a first class basis for understanding wider moral issues. Pupils are given many valuable opportunities to develop their social skills. They work successfully in groups and teams, show high levels of respect and often exercise significant levels of responsibility outside lessons. This is particularly evident in the way in which delegates from each class present their case at the school council and then accept a negotiated decision. They are well versed in the importance of both rights and responsibilities.
46. Opportunities for promoting pupils' cultural development are also very good. There are, for example, very impressive celebrations of the local heritage and culture. These include a May Day event, a pancake race and the celebration of the major festivals of the Christian calendar. The contribution that minority ethnic pupils can make to all pupils' wider understanding of world cultures is capitalised upon extremely well.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school takes good care of its pupils. It successfully ensures the safety and well being of all of its pupils. Teachers and other staff are considerate of pupils' welfare and take care of their needs well. However, procedures for assessing pupils' progress are unsatisfactory because they do not place enough emphasis on defining learning targets and tracking how well individuals are reaching them.
48. The arrangements for ensuring the welfare of pupils are good, fostered by the very good quality of relationships throughout the school. Teachers and other staff know the pupils very well, which promotes a high standard of care for all. The procedures for child protection are clear. The headteacher is the designated person responsible and has received relevant training. Thorough policies and procedures are in place to monitor and address health and safety issues. Appropriate measures are in place to ensure that pupils do not have access to inappropriate content on the Internet. Staff pay very good attention to health and safety in lessons, particularly when pupils are moving equipment in physical education lessons and in other practical lessons. Fire safety and electrical appliances are regularly tested in accordance with requirements. Although there are minor safety issues within the building, which is old and much adapted, staff and pupils are aware of the problem areas and exercise due care. Arrangements for first aid are good. The school has an appropriate policy for the administration of medicines in school. Effective procedures are in place to attend to any pupil who becomes ill in school and for dealing with accidents. Accidents are suitably recorded and parents are always informed appropriately. A particular strength of the school's practice is the way in which parents are routinely provided with detailed written information about all first aid treatment that their child has received.

49. The care taken of the high proportion of pupils with special educational needs is good and all statutory requirements are met. In most cases the needs of these pupils centre around the requirement for additional help with language, literacy and numeracy. Very careful attention has been given to the specific requirements of a pupil who has multi-sensory impairment and who has to use a wheelchair to move about. The school is taking appropriate steps to put its accessibility plan into action. Individual needs, whether learning, emotional or behavioural, are identified at an early stage. The deployment of learning support assistants is managed and organised efficiently and fairly. At their most effective, learning support assistants maintain good records and communicate information about gains in skills, knowledge and understanding with class teachers and the co-ordinator for special educational needs. Outside agencies are used well to advise and support members of staff and parents.
50. The school promotes the importance of prompt, regular attendance well. The success of the school's strategies is evident from the consistently very high levels of attendance. Absence is monitored thoroughly and any unexplained absence is followed up. During the current year rigorous monitoring has successfully reduced the amount of unauthorised absence. Lateness is not a significant problem but any instances are followed up promptly. The prospectus informs parents accurately about the school's expectations and procedures and most parents routinely tell the school of the reasons for absence. The school involves the education welfare officer appropriately when concerns arise.
51. Procedures for monitoring and promoting good behaviour are very effective. The behaviour policy, together with the consistently high expectations teachers have of pupils, provide a clear framework for achieving and maintaining very good behaviour. Teachers and other adults offer very good role models for pupils. The pupils are involved in writing the rules for their class and so clearly understand how they are expected to behave. They are well motivated by the expectations of staff as well as by the praise and team points they receive. They enjoy the 'golden time' they earn by behaving well and working hard during the week. Parents agree that the school achieves high standards of good behaviour and rightly believe that the strong Christian ethos and family atmosphere fostered by the school are significant factors in this.
52. Procedures for eliminating bullying, sexism and racism are very good and based on the respect pupils are encouraged to show to their peers, both through explicit teaching and the strong Christian ethos in the school. Pupils and their parents state that, when bullying does occur, it is dealt with promptly and effectively. However, the incidence is low. Circle time and PSHE lessons are well used to discuss issues such as personal safety, including the importance of reporting bullying and other forms of harassment. The 'family groups' are particularly successful in developing strong relationships between pupils from different year groups and this helps to reduce the incidence of bullying. Pupils in each family group remain with the same teacher throughout their time in school, ensuring that pupils are well known to more than one teacher. This increases their sense of safety. The very good relationships and mutual respect evident throughout the school play a significant part in ensuring that pupils consider the feelings of others. Older pupils take pride in looking after younger ones.

53. The arrangements for identifying individual learning targets for pupils and assessing their progress towards them are good in the Reception Year but are unsatisfactory in Years 1 to 6. Teachers have not yet been able to identify with precision what individual pupils should do to reach their next level of attainment. Apart from in English, records kept on pupils do not give a sufficiently accurate picture of how well an individual is progressing term by term against national standards. Pupils and their parents are not provided with a clear enough picture of how much progress is being made and the factors that affect this. Targets for further improvement given to pupils tend to be generalised and are not specifically related to the things that need to be achieved in order to reach the next level in a subject. Increasingly, the data from past results and tests is being analysed and points for overall improvement are being picked up by teachers and assimilated into lesson planning. However, assessment information is not yet being used sufficiently to guide pupils during a year as distinct to saying how well they have done at the end of a year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The school works well with the parents of its pupils. The guidelines for this are set out well in a thoughtfully produced home-school agreement. The responses to the parents' questionnaire and discussion at the parents' meeting indicate considerable support for the school. Almost all state that their child likes school, is expected to work hard and is making good progress due to the good teaching. Parents feel comfortable to approach the school with questions or problems and feel that teachers are friendly, hard working and approachable. They value the good start their children get in the reception classes and the high standards of behaviour and personal relationships achieved throughout the school. They particularly appreciate the safe, caring, Christian ethos of the school in which their children are helped to become mature and responsible individuals. Inspection evidence bears out these positive views.
55. A significant number of parents expressed concern that the school should provide a more interesting range of activities outside lessons. A fifth of parents expressed a concern about inconsistencies in the amount of homework, which is not always interesting or relevant and is used differently by teachers. Some parents also stated that the sports facilities are inadequate. A few parents believed that the more able pupils need greater intellectual challenge. Inspection evidence shows that the amount and range of extra-curricular activities is similar to that seen in most primary schools. Inspectors judge that the amount of homework is satisfactory overall but that the tasks set did not always interest and motivate pupils sufficiently. For example, relatively few research tasks were set. The sports facilities are inadequate but the school works hard to overcome the disadvantages and makes imaginative use of the facilities it does have. Inspectors agree that more able pupils are not sufficiently challenged.
56. The school has established a number of effective links with parents. The prospectus contains a copy of the school's behaviour policy to encourage parents to support the school's expectations from the start of their child's time in school. Prior to parents' meetings, the school sends home a portfolio of the child's work, together with previous reports, so that parents can discuss the work and their child's progress in a well informed way. Attendance at consultation meetings is almost 100%. The school keeps parents informed of any concerns regarding learning, behaviour or attendance. The parent

teacher association is a successful group that holds social and fund raising events throughout the year. The money raised is used to support the work of the school in a variety of ways.

57. The school provides a good range of information for parents. The school prospectus and governors' annual report to parents are well presented and useful. Newsletters are regular and keep parents well informed about school events. They include information about the nursery, Bible club and parish news as well as celebrating pupils' achievements. Parents are routinely informed of any incidents at school, usually by telephone or letter. Parents of pupils with special educational needs are well informed and involved at all stages. They appreciate the opportunities they have to discuss their child's progress with staff, both formally and informally. Individual education plans are reviewed at least annually and shared with parents.
58. The quality of the annual progress reports on pupils to their parents is unsatisfactory overall. Although reports reflect the good knowledge teachers have of their pupils as individuals they do not focus on progress in each subject. Comments in English, mathematics and science usually provide a clear picture of attainment and indicate the pupil's main strengths and weaknesses. However, comments in other subjects are extremely brief and rarely provide sufficient detail about the standard the pupil has achieved. Few comments focus on the progress the child has made in each subject and this is a weakness. Targets for improvement are included in all reports but are not linked to subjects and are not sufficiently specific to be helpful to parents. The school does not report on PSHE as it should.
59. Some parents offer valuable help in a variety of ways, for example by hearing pupils read and assisting with extra-curricular activities. A weekly reading session, when parents come into school to read with their child, is very well supported and is enjoyed by parents and children alike. Parents support school events well. Most parents listen to their child read at home and are conscientious about completing the reading diary. They support the school by routinely informing staff of the reason when their child is absent and by ensuring that children arrive on time in the mornings.
60. The school has maintained the positive partnership with parents that was reported at the time of the previous inspection. It is committed to fostering positive relationships with all its parents by keeping them well informed about school procedures and events, and through the open door policy that encourages parents to visit school. There is scope for providing parents with more information about what their children will be studying next and what they will be aiming to achieve.
61. Parents of pupils with special educational needs are well informed about the ways in which the school is responding to them and are complementary of the formal and informal opportunities offered to discuss their child's progress. Individual education plans are reviewed at least annually, and are shared with parents. Details of gains in skills, knowledge and understanding are often discussed on a more frequent basis. If any concerns arise either from teachers or parents, meetings are quickly arranged to deal with them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The overall leadership of the school is good. It is managed in a satisfactory way and is administered very efficiently.
63. The headteacher is held in very high esteem by staff, governors and parents. He has played a key role in establishing a friendly, supportive ethos where pupils develop well. He has also played a central part in securing recent improvements such as raising the quality of teaching, introducing more ICT facilities, increasing attendance levels, reducing incidents of disruptive behaviour and enhancing the provision for pupils' personal development. These improvements are having a measurable impact on pupils' progress, but the results are not yet seen to be responding because of the impact on them of a cohort with an unusually high proportion of pupils with special educational needs. At the time of the last inspection it was recorded that he carried a heavy administrative burden which reduced to some degree his effectiveness as a leader. Since then a secretary and a financial manager have relieved him of some of these duties.
64. The headteacher has wisely decided to enlarge the leadership team to include three assistant headteachers and two teachers with additional responsibility allowances. The members of this team have many valuable skills and capabilities. The team is concentrating on evaluating the current performance of the school and recommending strategies for further improvement. Increasingly, data on the performance of pupils in past tests is being used to guide the team when decisions about future lines of action are made. Recently the leadership team has considered the overall balance of the curriculum, ways of increasing the effectiveness of 'booster' work with pupils in Year 6 who are working below Level 4, how to give more emphasis to investigative work in science and new approaches to encouraging extended writing. The team has also reviewed the roles of learning support assistants and is investigating ways of improving pupils' leadership skills.
65. The leadership team has produced a very well researched curriculum development plan which is complemented by an equally impressive management action plan. These documents contain a sharply focused agenda of what needs to be done coupled with new policies to deal with this agenda. However, these plans do not always contain clearly defined practical arrangements for putting ideas into consistent everyday practice. The members of staff who are not on the leadership team need to be more fully involved in this aspect of the planning cycle. Thus although the quality of leadership (which includes vision, ideas and strategic thinking) is good, the management of the school (which includes making policies and procedures work well) is satisfactory. That is a judgement that was made in the school's own analysis and which is verified by inspection evidence. Some policies, such as those relating to improving writing and promoting good behaviour, are being implemented well. Other policies, such as those concerning assessment and homework, are not yet making a strong enough impact on daily practice.
66. There are emerging strengths in the ways in which subjects are led. Some curriculum co-ordinators are newly in post and their work is only just under way. Curriculum co-ordinators have provided effective leadership in English, art and design, design and technology, geography, ICT and music. The special educational needs co-ordinator (SENCO) has played a key part in ensuring that the pupils in her charge are making good

progress. The co-ordinators of science, mathematics, history and physical education are providing a satisfactory quality of leadership.

67. The management and provision of special educational needs is good and funding for special educational needs has been used effectively, especially when used to increase the number of support assistants. Teachers and learning support assistants are well informed and plan together to ensure good progress. A governor has been appointed to monitor the provision of special educational needs.
68. Governors are fulfilling their statutory duties and are playing a satisfactory role in the work of the school. They offer considerable expertise in finance and buildings which is highly regarded and much appreciated. They also demonstrate loyalty and dedication in abundance. They are enthusiastic advocates of the school and are determined to see it succeed. They are not yet playing a decisive part in shaping (as distinct to approving) strategic planning decisions. They are not closely involved with many monitoring and review activities, choosing instead to leave this kind of work to the professionals. They are very much in tune with the views of the parents and the local community and represent these views well at meetings. They have also been influential in ensuring that the intentions of a Christian school have been realised in its ethos and relationships.
69. Performance management (which is a system for reviewing the work of teachers and supporting their professional development) works well and is an important contributory factor to the rise in the quality of teaching. The headteacher evaluates the work of the assistant headteachers who in turn evaluate the work of the other teachers. Lesson observation is a central part of this process. The checklist used for observing lessons provides a useful commentary on aspects of planning and delivery but does not place a prominent emphasis on their effect on pupils' achievement and progress. Release time for curriculum co-ordinators to visit the classrooms of other teachers has been of great value. Support staff have an effective appraisal scheme in place which is linked to detailed job descriptions. As a consequence of this scheme, the roles of some learning support assistants have been upgraded to include additional responsibilities. They have also been deployed differently to provide a more effective match with pupils' needs.
70. The buildings are old and are located within a restricted site close to the town centre of Newton Abbot. Some extensions to the school have involved the conversion of neighbouring premises that were not designed originally for educational use. The buildings include two steep and narrow staircases and some other features that require caution when moving about. Investment has been made to enable wheelchair access to all ground floor rooms, which are on different levels. This is important as there is a pupil who is reliant on using a wheelchair. The buildings have been well maintained and have been imaginatively and sensitively modified to create attractive learning environments. Teachers have used wall and ceiling display space to very good effect, with some very impressive presentations of work. The asset management plan contains proposals for further modifications which include significant structural changes to parts of the building.
71. The playground space is adequate for recreation and small-scale physical education activities, but the school does not own its own playing field. When a field is needed for games or athletics, pupils have to make a lengthy walk under close supervision across the

town centre to the cricket club premises. This walk can take nearly half an hour to complete. After using the field they have to walk back and change without shower facilities. There is a small outdoor swimming pool which was not in use at the time of the inspection. However, Year 4 pupils are able to use a local indoor swimming pool for a weekly half hour session for one term. Thus the restrictions of the site is having a direct impact on the provision for physical education. It is also constraining practical activities in science and design and technology. Car parking space is very limited and the road outside the school becomes very congested as parents deposit or collect their children at the start or finish of the school day.

72. The number of pupils in the school varies throughout the year as children join the Reception Year at different times. The maximum number of pupils on roll is falling year on year. This is mainly because there are fewer children living in the area served by the school, not because of a lack of confidence from the local community. The impact of reduced numbers is being felt in a reduced budget income. Despite this, the school has avoided accumulating a significant deficit. The money available from the school's budget share and from direct grants has been used prudently to good effect.
73. The principles of 'best value' have been used to guide decisions about how best to use the physical and human assets of the school. (The best value principles relate to comparing the school with others, asking challenging questions about the services that are provided, consulting people about what is needed and seeking competitive bids.) Financial decisions are made by members of the leadership team and by the finance committee of the governing body. The financial affairs of the school are administered efficiently by an administrator, who expressed a wish to be more involved in the policy decisions about finance. The recommendations of the most recent audit report have been fully implemented.
74. The school is providing satisfactory value for money, as at the time of the last inspection. This is because pupils are making satisfactory overall progress from Years 1 to 6, the overall quality of teaching and learning is satisfactory, and management is satisfactory. The school, however, has made good progress since the last inspection, has a strong ethos and develops its pupils well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. The school has made some significant improvement since the last inspection. To continue and extend this progress, staff and governors should:

- 1) continue to concentrate on improving standards of attainment in writing;
(see paragraphs: 3, 5, 28, 95, 98-101, 137)
- 2) ensure that more able pupils make greater progress and that more pupils reach Level 5 by the end of Year 6;
(see paragraph: 8-12, 23, 25-30, 39, 95, 117, 137, 144, 145)
- 3) assess pupils' progress more accurately and enable pupils to understand more clearly the level that they are working at, the progress that they are making and what more they need to do to reach their personal achievement targets;
(see paragraphs: 20, 34, 53, 58, 112, 120, 127, 140, 147, 160)
- 4) improve the ways in which homework can extend and deepen the learning of pupils outside school hours;
(see paragraphs: 38, 55, 59, 65, 104, 118)
- 5) make fuller use of the potential of new technology to extend and enrich learning.
(see paragraphs: 9, 23, 31, 35, 37, 126, 134, 148-153)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

62

Number of discussions with staff, governors, other adults and pupils

102

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	23	22	1	0	0
Percentage	5	21	37	35	2	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	269
Number of full-time pupils known to be eligible for free school meals	42

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	45

English as an additional language

No of pupils

Number of pupils with English as an additional language	3
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
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	21	22	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	13	10	20
	Girls	20	20	21
	Total	33	30	41
Percentage of pupils at NC Level 2 or above	School	77 (62)	70 (81)	94 (83)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	18	18
	Girls	21	20	22
	Total	34	38	40
Percentage of pupils at NC Level 2 or above	School	79 (81)	88 (71)	93 (86)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	18	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	15
	Girls	12	10	15
	Total	22	21	30
Percentage of pupils at NC level 4 or above	School	61 (75)	58 (68)	83 (81)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	13	9	11
	Total	22	19	21
Percentage of pupils at NC level 4 or above	School	61 (64)	53 (77)	48 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

	No of pupils
White – British	237
White – Irish	0
White – any other White background	0
Mixed – White and Black Caribbean	0
Mixed – White and Black African	0
Mixed – White and Asian	1
Mixed – any other mixed background	9
Asian or Asian British – Indian	0
Asian or Asian British – Pakistani	1
Asian or Asian British – Bangladeshi	1
Asian or Asian British – any other Asian background	0
Black or Black British – Caribbean	0
Black or Black British – African	0
Black or Black British – any other Black background	0
Chinese	1
Any other ethnic group	1
Parent/pupil preferred not to say	1
Information not obtained	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
White – British	1	0
White – Irish	0	0
White – any other White background	0	0
Mixed – White and Black Caribbean	0	0
Mixed – White and Black African	0	0
Mixed – White and Asian	0	0
Mixed – any other mixed background	0	0
Asian or Asian British – Indian	0	0
Asian or Asian British – Pakistani	0	0
Asian or Asian British – Bangladeshi	0	0
Asian or Asian British – any other Asian background	0	0
Black or Black British – Caribbean	0	0
Black or Black British – African	0	0
Black or Black British – any other Black background	0	0
Chinese	0	0
Any other ethnic group	0	0
Parent/pupil preferred not to say	0	0
Information not obtained	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	24.2
Average class size	28.6

Education support staff: YR-Y6

Total number of education support staff	13
Total aggregate hours worked per week	269

Financial information

Financial year	2002-2003
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	£
Total income	590307
Total expenditure	620787
Expenditure per pupil	2186
Balance brought forward from previous year	-2242
Balance carried forward to next year	-3685

Recruitment of teachers

Number of teachers who left the school during the last two years	3.9
Number of teachers appointed to the school during the last two years	4.2

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	284
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	47	4	3	0
My child is making good progress in school.	47	42	8	0	3
Behaviour in the school is good.	40	54	3	0	4
My child gets the right amount of work to do at home.	37	42	17	4	0
The teaching is good.	58	32	6	0	3
I am kept well informed about how my child is getting on.	42	43	12	4	0
I would feel comfortable about approaching the school with questions or a problem.	72	21	6	0	1
The school expects my child to work hard and achieve his or her best.	58	39	1	0	1
The school works closely with parents.	38	49	6	3	4
The school is well led and managed.	43	45	4	6	1
The school is helping my child become mature and responsible.	47	44	4	3	3
The school provides an interesting range of activities outside lessons.	24	38	27	5	5

Summary of parents' and carers' responses

Overall, parents were well satisfied with the way the school operated and the personal progress that their children were making. They acknowledged that it was a friendly school with a 'family atmosphere' where pupils were happy and well cared for. The areas of greatest concern were those related to homework, information about their child's progress and extra-curricular activities. Inspectors concluded that parents were rightly concerned about reporting progress and the range of homework activities that were set, but that the extra-curricular provision was satisfactory compared to other primary schools.

Other issues raised by parents

A few parents were concerned that more able pupils were not being sufficiently stretched. This point was made mostly in spoken comments at the parents' meeting and in written comments on the questionnaire form. Inspectors agreed that this was sometimes the case in lessons and when doing homework.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76. The standard reached by children at the end of the Reception Year is slightly above the national average. Children make good progress in the Reception Year thanks to very good teaching. At the time of the last inspection there were no children aged under five, but children entering Year 1 had overall standards of attainment in literacy and numeracy that were below the national average.
77. Evidence was drawn from the observations of six lessons in the two Reception classes, a scrutiny of samples of children's work, talking with children and sharing books with them, plus discussions with teaching and support staff. At the time of the inspection there were 20 children in one Reception class and 16 children in the other class. At present there are three intakes a year into the Reception Year.
78. Since the previous inspection, governors have set up a Trust to run an independent Nursery School. The nursery occupies the same building as one of the Reception classes, and the outdoor area is shared. The nursery and Reception Year are formed into a single entity led and managed by a teacher employed by the school. This provision is of high quality and a strength of the school. Children have a good start to their school life giving them a secure basis for further learning. The quality of provision is very good, despite accommodation that is not ideal nor purpose built. Attainment in all six areas of learning is satisfactory or better, given that a significant proportion of children only enter the Reception Year at the beginning of the summer term.
79. Children entering the Reception Year have a wide variety of experience and attainment. Some, but not all children, have attended nursery or other pre-school settings. Overall, on entry their range of skills is below that generally found amongst children of similar age, particularly in speaking and listening. However, once in the Reception Year, they make good progress. At the end of the Foundation Stage most children who have been in the Reception Year for two terms or more will have attained the early learning goals in all six areas of learning, but few of those who are in the Reception Year for the summer term only will have attained the early learning goals in communications, language and literacy or mathematical development. The planned change to two entry points to the Reception Year should help to narrow the gap in attainment.
80. The quality of teaching of children in the Reception Year is very good overall, with one example of excellent teaching in lessons observed. Both teachers and support staff use good questioning skills that are carefully matched to children's different abilities and levels of understanding. Lessons are well planned and enable staff to give high measures of individual and group interaction. Support staff are well managed and make a very positive contribution to the progress the children make, frequently demonstrating initiative, with skills of observation used to good effect in recording children's responses. Committed and supportive teamwork is a very positive feature of the provision and this underpins the successful teaching. The teaching of personal, social and emotional development is especially good and enables children to develop autonomy and the

disposition to learn, and the capacity to work independently as well as with others, whilst treating both adults and peers with respect.

81. Staff assess children's progress well, keeping a careful record based on detailed observations, a task often done by the experienced support staff. A range of pupil outcomes with detailed teacher comments are put into a Record of Achievement Scrapbook. This acts as a reference for both school and parents. They use this information and skilfully adapt tasks to build in good support for the less able and more challenge for the higher attaining children. The Foundation Profile has been used this year to record attainment against the stepping-stones in each area of learning. Staff attended training in use of the Profile provided by the county officer for early years. Children with special educational needs are particularly well supported in both classes. The one pupil whose home language is not English is also well supported. From September 2003, the school will be involved in the Effective Early Years Project, a quality assurance scheme. The development of better observation skills is the focus of the project, with increased training for support staff.
82. Overall, the range of planned activities is very good and all children have rich opportunities to engage in imaginative and stimulating tasks, which help them acquire appropriate skills in all areas of learning. There is a good balance of directed and free choice activities. The children generally respond with enthusiasm and delight to the stimulating and exciting activities presented to them. They behave well and work and play together co-operatively and harmoniously, which has a very positive effect on their learning. Staff share their high expectations for work and behaviour with the children and give clear explanations and instructions. This enables children to understand what they are to do and, consequently, they feel secure and have the confidence to try new activities and risk answering questions and contributing their own ideas.
83. The Foundation Stage is well led and managed. The co-ordinator has worked hard to plan a lively and engaging curriculum for the under fives, well linked to the requirements for the age group. Her leadership through a difficult period with the setting up of the Early Years Partnership of nursery and Reception Year has been excellent. The transfer from Reception to Year 1 is well managed, children visit the Year 1 classroom and the Year 1 teacher visits them. Foundation Stage leader is a member of the key stage cluster team, so deepening the understanding of learning in the Foundation Stage and the importance of play in the learning process. The school belongs to the Pre-School Learning Alliance, and as a result have accessed New Opportunities Fund money for supply cover for the leader of the Foundation Stage to set up some 'family workshops', starting in Autumn 2003.
84. Some parents help in the Reception classes, for example, hearing readers. They help when the children go 'out and about' in Newton Abbot, for example, when they visit the local hospital. Parents are invited and attend celebration assemblies. There are occasional 'drop-in' coffee mornings and parents are encouraged to come into the classroom at the start of each day to help their child change a book from the class library and discuss any relevant issue with the teacher.

Personal, social and emotional development

85. Children make good progress in this area of learning. Some make very good progress. The quality of teaching in this area is very good. The school successfully places considerable importance on developing children's social skills and attitudes to learning. All staff work closely together and successfully raise children's self-esteem and increase their confidence within a calm and secure working environment. Classroom routines in all lessons and activities are well established and encourage fairness to all, the taking of turns is given priority and children understand this, whilst having fun and enjoying themselves. At snack time, children demonstrated good responsibility for themselves and others, and offered good social opportunities to chat quietly whilst eating and drinking, discussing whether jelly really tastes like strawberries. Children are interested and eager to learn, and most enjoy working alongside another child as well as being happy to be involved in activities alone. A lesson in the ICT suite provided an opportunity for children to work in pairs, relationships were good and they supported each other very well. In one lesson whilst working in pairs at a computer, one child remarked when asked how he managed to do that – 'My friend helped me'. The presence of more than one adult in the room enables children to feel valued and know how to behave and relate to others. 'Circle Time' is well established with clear rules that the children understand and mostly keep, offering opportunities for all children to listen to others and to make their own personal contributions, and this is having a beneficial effect on their social development. For example, children listened attentively to each other as each child offered an idea about what they would like to be if they could have one wish.
86. Staff in the Reception Year has high expectations of children's behaviour and they provide good individual support for the small number of children who find it difficult to listen or share. Children understand the 'reward system', one boy was able to explain the significance of the 'marble pot', 'when we do something good, we put a pebble in the pot, and when it's full we all have a sweet'. Children demonstrate a high level of personal responsibility when undressing and dressing for physical education, selecting free choice activities, sharing resources together and clearing away. The well understood organisation and patterns of the day enable them to react confidently and sensibly. There is evidence of many child-initiated activities, many choosing to make their own little books, for example, 'My number book', and a book about the life cycle of the chicken.

Communication, language and literacy

87. Children make good overall progress in this area of learning, though some start at a low baseline. As a result of the three entry points during the year, a number of children enter the Reception Year with varied experience, and a number have generally low standards in speaking and listening skills. They make good progress because staff provide them with many opportunities to listen and talk together, extending their vocabulary and increasing their confidence. The classrooms are lively with lots of signs and labels. These are all signs of the very good teaching undertaken within this area of learning. Children are actively encouraged to concentrate hard with 'good listening and good speaking' skills modelled and expected during whole class and group sessions. Children enjoy listening to stories and answering related questions. In one lesson, children were 'hanging on

every word' as the teacher expressively read the book 'Pig in the Pond'. The children were involved in the story, joining in with the animal sounds and were happy to predict what might happen next. They are eager to choose books of their own and they talk about the characters and events with obvious pleasure and growing awareness of the text.

88. The most able children in the Reception Year are able to read confidently using many reading strategies, self-correction, context and graphic cues, demonstrating a National Curriculum reading Level 2. This, however, is the exception and most of the children are of average ability or below, having a basic sight vocabulary, with some use of initial sounds when tackling other words. In one lesson, the teacher used her good subject knowledge to teach the sound 'p' in a stimulating way. Children with specific learning difficulties are given appropriate individual support to help them with their speaking and reading. This is also the case in the other areas of learning. Children practised both hearing and saying, and used playdoh to make the shape of the letter. There was an air of excitement as each child in the group chose an animal from a closed bag – pig, penguin, polar bear or panda. They then wrote the letter using a thick felt tip pen, and then chose an item of party food from the Big Book, 'Alphabet Zoo', each item having the initial sound 'p'. The group session ended with each child saying a sentence, and the teacher wrote it down. Some of these outcomes were later used very successfully in a short summary session on the carpet. Reception Year children can recognise their own names and most children can write their first name independently.
89. Children have opportunities to sequence events, for example 'making pancakes'. Children's writing is developing satisfactorily, with children very happy to engage in the earliest stages of writing. They have access to a range of activities where they practise writing skills, such as preparing lists of items they want to borrow from the Fancy Dress Shop, filling in simple charts and recording simple sentences, contributing to a class book, 'What I like best about the Very Hungry Caterpillar'.

Mathematical development

90. Children make especially good progress in this area of learning. In both classes, staff take every opportunity to extend number work in daily activities and they are enthusiastic about the subject. For example, during registration good use is made of a number line, as children count and record the number of children having 'hot dinners' or 'sandwiches' that day. Good questioning whilst using the class calendar enables children to learn the order of days, months and seasons. Pupils made good progress in one mathematics lesson observed. During the first part of the lesson children demonstrated they could say number names in order, recognise 19, and count reliably up to 10, with some pupils confidently counting in twos up to 50. Many could find a number less than another and could describe flat shapes. During the group work the most able were able to work beyond the early learning goals, in their group work selecting coins to the value of objects taken from a bag.
91. There are opportunities for children to practice their mathematical skills around the classroom, measuring for sizes in the Fancy Dress Shop, prices for hiring the costumes, questions inviting children to write numbers, to rub coins and match their value. All children are able to compare sizes, such as longest/shortest, tallest/shortest whilst the

most able can sort a number of objects by size and length. All are able to decide whether or not the permitted number at various activities such as the water tray can join in. Lining up is often used as an opportunity for the teacher to ask questions about who is taller. They can use everyday words to describe position, for example at the start of a physical education lesson they understand and follow instruction such as 'girls put your shoes on the red mat; boys put your shoes on the blue mat'. Use of simple measuring containers in water play, reinforce learning well in a stimulating and practical manner. Teachers ask questions with levels of difficulty that are carefully matched to children's abilities. They take care to extend learning by building in good challenge for higher attaining children, with support for those who need it. Children are eager to engage in mathematical work and the children in one Reception class were fully engaged for over an hour in the whole session. This prepares them well for work in Year 1.

Knowledge and understanding of the world

92. Children make good progress in this area of learning, thanks to very good teaching. A good range of activities are planned which generally link well to a variety of appropriate themes. They investigate objects and materials using all their senses. For example, children had the opportunity to taste jelly after making it. They also made a taped recording of their own thoughts about jelly making and were fascinated to listen and recognise other children in their class by their voice. Whilst outside, children were intrigued to find a frog inside a tyre, and were able to explain that it was there 'because there is some water in the tyre, and they like wet places'. One boy found a beetle and could name it, and another was using a magnifying container to examine a woodlouse. During the topic on 'Change', children have considered how they have changed since they were babies, and have followed the changes in the life of a butterfly. During one lesson, groups were working with the teacher to investigate what happened when water was added to a variety of things. Questions were posed such as "would they dissolve?" They have opportunities to make models using a good range of construction materials. Children enjoy using the computer, particularly to extend counting and matching skills, and they demonstrate good levels of mouse control and confidence in using screen icons to select and access the programs they want. In one lesson, children in the computer suite were practising logging on, and learning how to change the style and colour of font using Textease. A number of visits are undertaken in the locality, including a castle, the local park and the local hospital where children enjoyed meeting the nurses and trying out the couch. A builder visits during the topic on 'My Home'. This learning is further reinforced by the planned use of good quality role-play activities, such as the Fancy Dress Shop where children have the opportunity to 'change into someone else', brides and policemen being very popular! Children have plenty of access to opportunities for learning about the local culture through celebrations of events such as May Day, Harvest Festival and Christmas. Thought was given to introducing images of people, places and events from different cultures.

Physical development

93. Children make satisfactory progress in this area of learning. The teaching is good, with the best use being made of limited space. A number of large pieces of outdoor equipment are available, but the space and equipment is shared with the nursery children. The majority of children can move with control and they understand the need to do so safely. Snack time is used to develop understanding about a healthy diet. Children know they should wash their hands after using the toilet and before touching or eating food. They enjoy exercise, and have their own 'Sports Day'. They show good awareness of space, of themselves and others, for example standing in line, and in a physical education lesson moved into a space straight away. During the lesson, children moved with control and co-ordination, as they made and held a body shape, and as they skipped around the room stopping naturally in a space on hearing the bang on a tambourine. At the end of the lesson, they noticed their bodies were hot after vigorous exercise in the hall. In other lessons, most children demonstrate good pencil control and have the opportunity to choose a variety of writing implements, and they use scissors, brushes and small equipment with increasing control and accuracy.

Creative development

94. Children make good progress in this area of learning. Teaching is very good with many imaginative touches. In both classes, children are given good opportunities to develop their own creative ideas and work in a good range of media. They make good progress in this area of learning when they experiment with different materials and make large papier-mâché models of the life cycle of the butterfly, the egg, the caterpillar, cocoon and butterfly. They investigate the properties of malleable materials such as playdoh, making good use of playdoh to make letter shapes. They use oil pastels confidently to produce good quality close observational drawings of flowers such as snowdrops and daffodils, selecting from available colours. They are many opportunities for free painting, using powder paints and brushes of various sizes, as seen in the painting of The Queen of Hearts, complete with plate of tarts and crown! They enjoy mixing colours to create a rainbow, and mixed blue and yellow to make the green for the caterpillar in the display. They experiment with sound, and access materials independently whilst making musical instruments. They use their imagination well, particularly when engaged in role-play in theme areas, such as the Fancy Dress Shop. Children enjoy singing familiar songs and making music, making a taped recording of the nursery rhyme, Jack and Jill.

ENGLISH

95. Pupils aged seven are currently working at a standard that is just below the national average. The test results in English of Year 2 pupils have fallen since the last inspection and in 2002 were below what is has become typical of what is expected nationally. Although standards for pupils by the age of eleven dipped in 2002 to being well below those considered typical. Inspection evidence suggests that they have improved this year and are now close to being average. Unpublished, provisional test results for 2003 show a marked increase in the proportion of pupils reaching Level 4 or above. The dip in test results in 2002 is largely explicable by a larger than average proportion of pupils with language and

reading difficulties on roll. Standards in reading and writing in Years 2 and 6 were also judged to be below those experienced in schools considered to be of a similar nature. There are examples of pupils in Years 2 and 6 performing at Levels 3 and 5 respectively, but the proportion performing consistently well at this higher level when compared with other schools is low, and this is also depressing standards. Inspection evidence indicates that standards are beginning to improve. The good use of the National Literacy Strategy, and the recent introduction of more structured initiatives for speaking and listening, spelling, reading and writing have contributed significantly to improvements in the quality of learning.

96. Until recently, most pupils demonstrated standards in speaking and listening which were below those considered typical of children aged five when they entered Year 1. The development of these skills has been identified as an important priority for action. A range of strategies are used to promote skills with younger pupils in Year 1 enjoying traditional nursery rhymes or using their rhyming knowledge to construct their own. By the end of Year 2, pupils have made good progress and attain standards which are close to the national average. Many listen attentively and speak with enthusiasm and confidence. Where teacher expectation is high pupils are given frequent opportunities to contribute to class discussions. Pupils are taught to speak clearly and to use more appropriate vocabulary and correct tenses. In Years 3 and 4, pupils showed good speaking and listening skills when explaining the differences between formal and informal letters, or when identifying the characteristics of traditional tales. In Years 5 and 6, many expressed opinions when considering the styles of well known authors. Effective support is provided for target groups using well trained learning support assistants to promote skills as in the excellent Year 1 and 2 lesson when all pupils including those with special educational needs changed statements into questions, or when identified groups in Years 3 and 4 developed strategies to increase their speaking and listening skills. Pupils for whom English is not their first language are given very good support so that they are included in all activities.
97. Standards in reading which had been disappointing, particularly for boys by the ages of Years 2 and 6, are steadily improving due to the joint commitment of the school community. School records indicate that many boys in Year 6 made good progress in their final year. Books are more exciting and class libraries are well stocked. Guided reading has become consistently more frequent and purposeful, and the introduction of a weekly 'reading morning' enables parents and carers to become more involved in their children's reading for pleasure. Standards in reading are now becoming more in line with national expectations although pupils still find it more difficult to complete the challenging comprehension elements of national testing. Pupils enjoy reading for pleasure, and often older pupils bring in books from home. It is evident that where teachers enthuse about the authors and their works then pupils share this enthusiasm and love of literature. There are opportunities for pupils to read a range of books for pleasure and for information on a daily basis. Younger pupils have access to a range of graded reading materials. All pupils are encouraged to practise reading and share their books at home. Lower ability pupils are given very good support and this has added to the overall improvement in standards. The majority of older pupils read confidently

and with expression, with higher attaining pupils beginning to analyse their reading, making inferences and refer to the texts when answering questions. Pupils in Years 5 and 6 used higher order reading skills when using the Internet to research the background of Apartheid in South Africa. During the week of the inspection, the main school library was underused with some pupils in Year 2 not fully aware how the non-fiction books were arranged.

98. Writing skills have remained stubbornly low, particularly for boys, with spelling being a particular problem. Rectifying this has been given a high priority by teachers. Structured programmes have been recently introduced to address these weaknesses and evidence when analysing standards in pupils books since the beginning of this school year indicates that many pupils have made at least satisfactory progress with good progress evident by the ages of seven and eleven, particularly for older pupils with special educational needs and for those for whom English is not their first language. There are insufficient numbers of pupils in Years 2 and 6 performing consistently well at the higher levels.
99. Pupils are introduced to a growing range of writing styles. Higher ability pupils in Year 2 demonstrate a growing awareness of using a more descriptive use of vocabulary 'yellow, red and orange fire' with sentences becoming more complex by using connectives such as 'because' or use phrases such as 'when they got there he...'. They sequence instructions appropriately; use rhyming words; record their experiences and write simple scripts. Punctuation is usually accurate and dialogue is identified using speech marks. Most pupils use capital letters and full stops accurately when writing simple sentences. Pupils of average ability have made good progress since the beginning of the year moving from occasional use of capital letters and full stops in simple sentences to more accuracy and are aware that a good story must have a beginning, a middle and an end.
100. Pupils in Years 5 and 6 have extended these skills to write in a wider range of styles. They write persuasively and express opinions well when producing book reviews or recording their debates on the use of mobile 'phones. They explore poetry; take notes and use stage directions in scripts. In Years 3 and 4, pupils know and demonstrate the differences between formal and informal letters and use conventional layout appropriately. Pupils in Year 6 write in paragraphs and improve their work after writing in draft. Pupils know when to use past and present tenses, and understand when to change between the two. Pupils make good progress in using more adventurous vocabulary with pupils in Years 3 and 4 introducing similes into their writing which is later extended in Year 5. It is encouraging to observe pupils of average ability using alliteration to make their writing more exciting, such as the 'aggressive alligator' or 'the considerate crocodile catches'. Higher ability pupils in Years 5 and 6 are encouraged to explore richer vocabulary as when describing Dahl's witches, 'her mangled fingers unleashed the horrors of her face'.
101. Standards of handwriting are below average. Pupils' presentation skills reflect neither the expectation of teachers nor the effort which pupils apply. Although handwriting is taught regularly many of the oldest pupils do not join handwriting

correctly nor do they always write in ink. This is an important area for further improvement.

102. Overall, pupils' attitudes to learning are good. This, coupled with their good behaviour, contributed significantly to the quality of their learning especially in Years 2, 5 and 6. Pupils work well in groups and collaborate effectively to share their answers with their partners, as in the Year 5 and 6 lesson when they were using alliteration to improve the quality of their writing. No differences were observed between the responses of boys or girls within lessons and pupils with special educational needs often have high self-esteem. Most pupils enjoy and are enthusiastic about their work. Pupils are increasingly more involved in their own learning and respond well when given the chance to work independently. Pupils in a Year 5 and 6 class accepted responsibility for their own learning when the teacher was focusing her support elsewhere.
103. Overall, the quality of teaching of English is good with very good relationships adding significantly to the quality of pupils' learning. The quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. In all but one of the lessons seen during the inspection, the quality of teaching in English was satisfactory or better. In two out of every three lessons it was good or better. In one lesson in a Year 1 and 2 class it was excellent. This quality learning experience was characterised by a demanding pace which became even more challenging as the lesson developed. Partner work was used to allow everyone to contribute rather than listening to one at a time. The learning support assistant was used effectively to record progress when pupils were listening to their teacher. In the one lesson where teaching was unsatisfactory, many pupils were confused and did not understand the task presented, and consequently did not make satisfactory progress during the session. Teachers in all subjects have a secure grasp of teaching the basic skills of the National Literacy Strategy and each extends learning into other areas of the curriculum. Thus the teaching of literacy basic skills in all of the subjects of the National Curriculum is satisfactory with some areas of notable strength, such as history. The use of computer technology to develop writing skills is at an early stage of development.
104. Very good and occasionally excellent teaching was observed in Years 2 and 6 which accounted for the good progress made in these classes. This teaching was characterised by very good subject knowledge; detailed planning; clear learning intentions for different ability groups; and learning support assistants being managed effectively to enable lower ability pupils and those for whom English is not their first language to contribute to lessons. Where learning was at its most impressive, the pace of learning was brisk, there was a real 'buzz' in the room and pupils made good progress when building on previously acquired skills. Here, pupils modelled their enthusiasm on that of the teacher, were quickly engaged in activities and eagerly contributed to summing up activities when teachers skilfully checked what pupils knew and understood before preparing them for the next stage. Homework is not used effectively to extend learning.

105. The leadership and management of the subject are good. The school has successfully implemented planning guidance based on the National Literacy Strategy. Of note in all lessons was the expertise of teachers to link reading and writing and to use direct teaching to model the best practice. The co-ordinator has a clear vision for improvement, and has contributed to the raising of standards in reading, writing and spelling by recently introducing strategies and targeting resources to these areas of concern. Although teachers' planning and work in pupils' books is monitored and evaluated, the monitoring of teaching and learning is at an early stage of development. Together with the headteacher, areas for improvement have been analysed and support groups targeted effectively. Younger pupils are involved in programmed activities to improve their quality of learning and good progress is being observed. 'Booster' groups are arranged which have been particularly effective in Year 6, where last year pupils performing at the lower levels improved significantly. The progress of pupils is tracked effectively by the headteacher, but this information is not conveyed to pupils or their parents. Good use is made of additional support funding to target the specific learning needs of groups of pupils.
106. The school is well placed to make improvements in English and to raise standards. There is evidence that many pupils in each class are making at least satisfactory progress, with good progress in Years 2 and 6. If the good progress evident in Years 5 and 6 is to gather speed it is essential that pupils with higher ability are steered to achieve the levels of attainment which they are capable of. It is now essential to group pupils more closely according to ability, identify precisely what should be taught to move pupils on to the next level, and then set rigorous and challenging group and individual targets for improvement.

MATHEMATICS

107. Attainment in mathematics by the end of Year 2 in 2002 was close to the national average and by the end of Year 6 was just below it. This judgement differs from that of the last inspection which reported attainment to be above the national average by the end of Year 2 and in line by the end of Year 6. In 2002 the results of the tests held at the end of Year 2 showed that pupils were achieving to a standard that was above the national average. Girls achieved more highly than boys. Provisional, unpublished test results for 2003 show a very significant rise in the proportion of pupils reaching or exceeding Level 4. Since 1998 the results of the Year 6 tests rose up to 2000 and then dropped in 2001 and 2002. However, unreported provisional results for 2003 show a reversal of this downward trend, with a rise to the highest percentage ever reached by the school. In 2002 the overall standard achieved was considerably below the national average and also the average for schools with a similar proportion of pupils entitled to free school meals. This decline is attributed mostly to the unusually high percentage of pupils with special educational needs in those cohorts and particularly in last year's and the present Year 6. During this same period the boys have outperformed the girls significantly. The school recognises the need to raise standards in nearly all classes and is determined to do so. A thorough analysis of strengths and weaknesses carried out by the joint co-ordinators has resulted in challenging but realistic targets being set for each year group. Special emphasis has been placed on problem-solving, multiplication and division, and to good

effect. Inspection findings indicate an improving picture throughout the school. A pleasing feature is the higher order questioning skills which the teachers use to promote and enhance the pupils' knowledge and understanding of mathematical concepts. Less well developed are the investigational aspects of mathematics. A small group of gifted and talented pupils in Year 4 benefit from additional tuition to strengthen their reasoning skills.

108. Pupils are acquiring a satisfactory foundation in numeracy and mental calculations within all subjects of the curriculum and standards are improving as a consequence. They are encouraged to apply their mathematical knowledge in other subjects, for example counting beats during music, measuring angles in design and technology, and using computers to construct and produce graphs. A particularly good example was noted in a Year 3 geography lesson where the pupils used simple co-ordinates to identify places on a map. Brisk mental warm-up activities help the pupils to count on and back accurately, to become confident with multiplication and to develop a variety of ways to calculate. A good example was observed in a Year 5 lesson where the pupils used a variety of methods while reducing fractions to their simplest forms. Mental introductory and concluding parts of lessons increase in difficulty as the pupils get older, and they are now beginning to play a large part in developing, testing and reinforcing the pupils' knowledge, skills and understanding. For example, by Year 6 higher-attaining pupils have a ready facility with number and can calculate percentage discounts mentally by a range of methods, as noted in a Year 6 lesson.
109. In Years 1 and 2, pupils, including those with special educational needs and those for whom English is an additional language, make good progress. They also achieve well due mostly to overall good teaching, good attitudes and a willingness to learn. In Year 1 they order, sort and count objects accurately. The majority reads numbers and identifies odds and evens. Higher-attainers recognise number sequences and all use appropriately mathematical terms, such as 'shorter', 'longer', 'smallest' and 'tallest' in relation to their heights. Many carry out simple addition and subtraction accurately, as noted in an analysis of their past work. They are beginning to measure and realise the relationship between standards and non-standard measures, for example using unifix cubes to calculate the length of a table. By the end of Year 2 most understand about halves and quarters and know the names and properties of common two-and three-dimensional shapes. Many interpret simple graphs and bar-charts, and most average and all higher-attaining pupils add and subtract accurately in tens and units. However, many are less confident when filling in missing numbers in sequences and few recognise that multiples of 5 end in 5 or 0.
110. The pupils' learning, including those with special educational needs and for whom English is an additional language, in the Years 3 to 6 age range continues to be satisfactory overall. The majority achieves well, especially in Years 5 and 6 as a result of the oral and mental mathematical focus and vigorous target-setting. Learning is enhanced when the pupils are challenged by problems and are encouraged to think mathematically, as observed in a Year 2 lesson consolidating the concept of the multiplication sign. During this session the pupils displayed great perseverance due to the teacher's enthusiasm and the demanding tasks. Learning is less successful when the tasks, though initially challenging, are allowed to become repetitive, noted in a Year 3 lesson dealing with

negative numbers. Higher-attaining pupils in this year group understand place value to thousands, add and subtract tens and units accurately, and identify correctly a range of fractions. In Year 4 the majority knows the characteristics of two- and three-dimensional shapes, calculates area by adding squares, and measures length and capacity with increasing accuracy. They draw and interpret simple bar-charts well and by Year 5 identify positions using co-ordinates, and measure angles to the nearest degree. Examples of the pupils' past work in Year 6 indicate that they calculate the areas of rectangles and triangles accurately, understand about symmetry, and higher-attainers work confidently with decimal fractions and percentages to an appropriate level. Occasionally they use calculators to check their answers, as noted in a Year 6 lesson on converting vulgar fractions to decimal fractions. Although the pupils acquire a good range of mental methods and strategies, the opportunity, especially for higher-attainers, to apply them to investigational work is underplayed. At present ICT is used only infrequently to support learning in mathematics.

111. The pupils are required routinely to discuss their methods and justify their answers. For example, pupils in a Year 5 lesson interpreting data from graphs had to explain in detail how their conclusions were reached. The vast majority of pupils enjoys lessons, particularly the use of games (for example, fraction bingo in a Year 6 lesson) and the challenge of the daily quick-fire mental sessions. For instance, a Year 4 higher-attaining group explained eagerly and precisely how they subtracted 10.26 from 21.54. This positive attitude enhances learning and combined with overall satisfactory teaching enables the pupils to develop an array of mental calculation strategies. This was also apparent in a Year 4 lesson where the pupils were keen to show their understanding of the thermometer Celsius scale. During set tasks they persevere and sustain concentration. They are particularly supportive in group work, exemplified well in a Year 2 lesson using grids to reinforce multiplication strategies. Most pupils take pride in their work and present it neatly.
112. The overall quality of teaching is satisfactory with many good cases of teaching. Teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6. There is no unsatisfactory teaching. Consistent planning in parallel mixed year groups is helping teachers to set clear learning objectives for each lesson. When these are shared with pupils at the beginning of lessons and their success evaluated during and at the end of lessons, good progress ensues. For example, in a Year 2 mental mathematics session pupils knew that they had to count on and back from 0 to 50 in fives and at the end were able to discuss how and what they had achieved. Opportunities are provided for pupils to work independently but also to support each other when required. Many teachers assess the pupils' responses well and target supplementary questions to expand their thinking, seen to good effect in a Year 6 lesson in learning about equivalent fractions, which resulted in good progress. The best teaching combines problem-solving, discussion and explanation, high expectations and the maintenance of good pace. This is reflected well in the Years 1, 2, 5 and 6 year groups. In lessons where teaching is less effective, teachers' expectations are insufficiently challenging, the pace is slow and introductions are too lengthy. As a result pupils begin to lose interest. Assessment of day-to-day work is satisfactory overall. Marking is consistent, commends pupils' efforts mostly, and is sometimes evaluative, which helps the pupils to understand how they can improve. The strong structure of the

National Numeracy Strategy on which all lessons are based helps the maintenance of good behaviour and conducive learning atmospheres in all classes.

113. The two conscientious and enthusiastic co-ordinators are keen advocates of the subject and jointly manage it effectively. The recent introduction of a more rigorous assessment system, together with more in-depth analysis of tests, ensures its successful development. Monitoring includes moderation of the pupils' work, as well as lesson observations with written and oral feedback to the teachers. The co-ordinators review the teachers' plans and evaluations of their lessons on a regular basis. These initiatives, together with regular in-service training, are helping to raise the quality of teaching and learning. Resources are good, maintained well and easily accessible to both pupils and teachers.

SCIENCE

114. In 2002 attainment in science by the end of Year 2 was in line with the national average and by the end of Year 6 it was just below it. This is slightly different from the last inspection which reported attainment to be close of the national average by the end of Years 2 and 6. The range of abilities in different year groups are the main factors contributing to these variations. This is particularly the case with the current Year 6 group which contains a very high proportion of pupils with special educational needs. In the 2002 Year 2 teacher assessments the results were comparable to those recorded nationally. In the National Curriculum tests for Year 6 pupils 83% reached the expected level or above, which was below the national average but when compared to similar schools was in line. Thus the average total points score for science was in line with the average for all schools. The 42% of pupils reaching the higher Level 5 was above the national average. Since 1999 the trend in the Year 6 National Curriculum tests has been downwards with the greatest deceleration between 1999 and 2001. During this period boys have outperformed girls but during the inspection there was no significant evidence of this occurring. A pleasing aspect is the good factual knowledge that pupils acquire about life processes and living things, and materials and their properties. Experimental and investigative work is less well-developed. The provisional, unpublished test results for 2003 show a considerable increase in the proportion of pupils reaching Level 4 and 53% achieving Level 5.
115. The quality of pupils' learning (including those pupils with special educational needs and those for whom English is an additional language) is satisfactory overall. When prior attainment is considered they achieve well as a result of well-structured lessons, their own keen interest in the subject and positive attitudes.
116. By the end of Year 2, pupils know that light comes from a variety of sources, including the sun. They explain in simple but accurate terms how force makes things speed up, slow down or change direction, as noted in a Year 2 sample of past work. Higher-attaining pupils explain clearly the classification of materials, for example into wood, metal and plastic, and write vividly how materials change when heated, cooled or have another substance added to them. They readily illustrate how seasons change and explain clearly why food and water are necessary for animals, including humans, to survive, as observed in a Year 1 lesson. They recognise that creatures require a specific type of habitat and that they adapt to an environment. Many know the components of a balanced diet and

are beginning to understand about healthy eating. They learn about the conditions necessary to grow seeds and why magnets attract some items, as noted in an analysis of Year 2 work. Pupils, especially higher-attainers, test and record their findings, thus reinforcing literacy and numeracy skills, exemplified well in a Year 1 lesson when pupils presented their categorisation of food in a block graph. Further opportunities for pupils to learn more about electricity, forces, light and sound and to use ICT need to be offered.

117. By the end of Year 6 the majority of pupils has a satisfactory knowledge of scientific facts, including aspects of force and motion, the process of reproduction and the food chain cycle. They use precise scientific names for the skeleton, major body organs and the function of the solar system, noted in an analysis of Year 5 and 6 pupils' work. They discriminate successfully between solids, liquids and gases, determine which changes are reversible and which are not, and what constitutes a soluble or insoluble substance. The majority in Year 5 and 6 knows that the pitch of stringed instruments depends on the length, thickness and lightness of the string, and how light travels in a straight line, as observed during a discussion with a group of Year 6 pupils. During experiments they begin to understand the process of filtration as evident in a sample of Year 5 work about separating pebbles and mud from water. Creatures such as carnivores, omnivores and herbivores are classified accurately as seen in pupils' work on life processes and living things. In Years 5 and 6 the pupils know about the part played by evaporation, condensation and precipitation in the water cycle. They learn to record their work in a variety of ways including tables and graphs to represent their results. Although all pupils set up experiments and know what constitutes a fair test, the opportunity for investigative and 'discovery' work is limited by the need to follow set instructions too rigidly. Sometimes worksheets that are used give too little scope for pupils' to respond in depth to a question. At present, ICT is not used sufficiently within science. However, the pupils build well on their prior knowledge and understanding as they get older. For example, pupils in Year 2 examine, draw and label in simple terms the main parts of plants. This is developed further in Year 5 as they study the life cycle of flowering plants, focusing on pollination, seed dispersal and germination.
118. Pupils' attitudes to science are good, especially when they are motivated to sustain concentration. This was particularly noticeable in a Year 5 lesson in studying the reproduction of plants. During the task, the pupils through activity and discussion enjoyed predicting and then investigating and locating parts of the flowers. In all lessons the majority of pupils listen well to the teacher and to each other, and work well both independently and collaboratively, as observed in a Year 3 lesson about how animals adapt their movements to suit the environment. Many answer questions thoughtfully but only relatively few seek to extend their knowledge independently through homework or show the curiosity needed to understand scientific processes more fully. This was noticeable during the introduction to a Year 6 lesson about the adaptation of animals to their immediate environment. In all lessons pupils are well behaved and are polite to peers and adults alike.
119. The quality of teaching is satisfactory overall. In a third of the lessons seen it was good. There was no unsatisfactory teaching, which is an appreciable improvement since the last inspection. In the best lessons the teachers' expectations are high but realistic. They display good scientific knowledge and plan well. There is a good balance between

discussion, written and practical work, as witnessed in a Year 5 lesson on identifying parts and functions of flowering plants. Good use is made of recapitulation to look for gaps or gains in knowledge and understanding, and to reinforce key learning points, as observed in a Year 6 lesson about the conditions for testing during a previous seed planting experiment. In all classes lessons are planned well and pupils are managed effectively.

120. The subject is managed satisfactorily overall by two hard-working joint co-ordinators. They work closely with all members of staff and share a clear vision for the development of the subject and for raising standards. They have established a detailed policy and scheme of work which is based on a two year cycle. To date no monitoring of teaching and learning has taken place and most time has been devoted to planning and resourcing. Although an evaluation system of short-term planning outcomes operates throughout the school, more formal and rigorous regular checks on the quality of teaching and learning and pupils' work needs to take place. The school recognises this and plans are already in place to address the issue. Resources are satisfactory and are maintained well.

ART AND DESIGN

121. The standard attained by pupils both at the end of Years 2 and 6 are in line with that expected for pupils of these two age groups. Two art and design lessons were seen during the inspection. In both these lessons, one in Key Stage 1 and the other in Key Stage 2, standards of teaching, learning and attainment were good. Other evidence was gathered from the examination of pupils' work, displays and from discussions with pupils and staff. Overall, the provision for art and design across the school is satisfactory with the potential to be good.
122. Pupils make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. The school has recently introduced a scheme of work based on Qualifications and Curriculum Authority (QCA) guidelines and this has brought freshness to the subject. Already there has been an improvement in standards both in the quality of outcomes and in the development of skills. The amount of three-dimensional work has increased, some of high quality, as seen in Years 1 and 2, with large and small scale weaving displays. In Years 3 to 6, one class is using the environment of the school as a stimulus for the production of sculptures made from recycled materials. In Years 1 and 2 the timetable for art and design is blocked, and is the focus for three afternoons during one week each term. This has resulted in increased pupil enjoyment of the subject and improved outcomes. This was evident in the lesson observed where pupils were working on a collage, one of a series of lessons during that week, based on the natural designs of the tomato and kiwi fruit. In a previous lesson pupils had made observational drawings of the fruits, then watercolour paintings and now were embarking on the production of a collage, developing skills in line, tone and texture. In a subsequent ICT lesson observed, the same pupils used a software program to draw their fruit. In these lessons pupils had the opportunity to practise and acquire the skills, knowledge and understanding of the subject in a systematic manner, with a positive impact on progress made.
123. The previous inspection report described standards as average in relation to the national expectation and progress as satisfactory. There has been a marked improvement since

the last inspection, both in the standards and the progress of pupils, particularly in Years 1 and 2, and the impact of the efforts of the subject co-ordinator and introduction of the QCA scheme of work are beginning to have positive results in by the end of Year 6. This was evident in the lesson seen in a Year 3 and 4 class where in a previous lesson pupils had used the digital camera to create images at peculiar angles and in the lesson observed were using the pictures to produce a 'dream sequence'. There has been an increase in the study of famous artists, for example Years 4 and 5 had produced paintings with a journeys theme after studying the work of Paul Klee.

124. Use of sketchbooks has only recently been introduced and is under-developed. Visits to art galleries and links with real artists are also under-used. A portfolio of pupils' work has been started but as yet is under-developed. The co-ordinator acknowledges that these are areas for development.
125. Pupils' behaviour and attitudes during art and design lessons are good. The pupils are interested and enjoy their work, and pleased to discuss decisions they are making. Overall, all pupils, including those with special educational needs, make good progress. The small number of pupils who speak English as an additional language are able to demonstrate their skills well in a medium that requires less literacy ability.
126. In both lessons seen the quality of teaching was good. In a Year 1 and 2 lesson, pupils developed the skill of collage making, choosing different fabrics, working with a partner, using scissors to cut the fabric, and to build up a collage to represent a fruit. In a Year 3 and 4 lesson, the teacher made good use of a link between art and design and ICT. Pupils worked well in pairs and were engrossed in what they were doing yet happy to discuss their work. The teacher moved around the class offering advice and asking appropriate questions. The summary session was used to good effect. Selected pupils described their work. The teacher used pupils' comments and questions to extend their understanding and ideas extremely well.
127. The subject is well led by a very knowledgeable co-ordinator who recognises the importance of skills development and the need to have time both to practice the skills and to produce outcomes of a high standard. The decision to introduce the QCA scheme has lifted the subject and increased the range of art and design, particularly the increase in three-dimensional work. A local printer has provided demonstrations of his designs to pupils which they have then sought to emulate. Teachers evaluate topics and discuss these evaluations with the co-ordinator, who is able to offer good advice. The co-ordinator has developed a portfolio of artwork over a long period of time, and this acts as an 'ideas bank'. A start has also been made on a portfolio of pupils' work in school to demonstrate a standard, but at the moment this contains mainly examples from Key Stage 1. There is a budget for the subject allowing the purchase of some good quality resources, some of which are stored centrally. For example, each class is provided with a good set of drawing pencils, fine and thicker paintbrushes, oil pastels, and both watercolour and powder paint. The co-ordinator recently entered paintings in a County Schools Art Exhibition, with two pupils winning prizes. It is intended that artwork from across the school will be entered in future exhibitions. There are plans for the co-ordinator to work alongside teachers in their classrooms and such supportive measures are intended to increase standards and ensure that pupils make significant progress.

Assessment and target setting procedures for pupils are as yet under-developed, but the co-ordinator aims to trial a system based on the expectations listed in the QCA scheme of work shortly.

DESIGN AND TECHNOLOGY

128. By the end of Year 2, attainment is in line with national expectations and by the end of Year 6 it is below. This is a slight decline since the last inspection which reported attainment at the end of both Years 2 and 6 to be close to national expectations. During the inspection due to timetabling arrangements only one lesson was able to be observed. Other evidence is based on discussion with pupils, teachers and the co-ordinator, as well as an analysis of past and present work.
129. In the Years 1 to 2 age range the pupils, including those with special educational needs and those for whom English is an extra language, make good progress. By the end of Year 2 they achieve well due mostly to challenging tasks and a willingness on their own behalf to improve. In the Year 3 to 6 age range the limited amount of work available indicates that pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. However, there is little evidence of work in mechanisms, pneumatics or the use of control programs. A pleasing feature is the focus on planning, designing and evaluating the process and product of the work analysed, particularly in Year 2.
130. In Year 1 the pupils have designed and made Mother's Day and Easter Bunny cards using card, crayons and adhesives. By the end of Year 2 they have planned, designed and made winding-up toys in conjunction with 'The Bug Chant', a poem studied during literacy. Materials used included cardboard boxes, strings and wood. Following an educational visit to the seaside at Teignmouth the same class designed and constructed a model of the pier. Techniques included measuring, cutting out and glueing pieces of card, plastic and fabric to form the structure. The most talented pupils planned, designed and constructed a model of a moveable vehicle (seaside bathing machine) using cardboard and wood with the focus on axles. Such activities develop their manipulative, thinking and numeracy skills, for example as they choose and measure the appropriate materials and tools.
131. The pupils in Years 3 and 4 have produced robotic models using recycled items with glue and sellotape for joining. In conjunction with a science topic on sound, pupils in Year 5 constructed a variety of musical instruments including percussion and stringed, using boxes, tins, strings and plastic. In a Year 5/6 class techniques included stitching, cutting, glueing, tacking and over-stitching as pupils designed and made bedroom slippers from fleece, fur and felt, with the most talented pupils reaching a satisfactory standard, bearing in mind the practical and aesthetic qualities sought in the design. By the end of Year 6 pupils have evaluated the role of angles in the construction of stable structures prior to designing and making their own models.
132. In the Year 6 lesson that was observed, pupils' attitudes to learning were good. They worked together sensibly, sharing ideas and equipment, for example in constructing a stable square using geo strips and fasteners. The teacher introduced the work clearly and

assessed the pupils' understanding of the group task well. Higher attaining pupils evaluated their work and made suggestions for improvement, based on homework they had done the previous week. This ensured good progress was being made. Praise and encouragement were used effectively, helping to motivate pupils and sustain their interest, which led to most wanting to improve their work. In this lesson behaviour was always good and the mutual respect between the pupils and their teachers was clearly apparent, thus ensuring that the pupils wanted to succeed.

133. It was not possible during the inspection week to see enough design and technology lessons to make a secure overall judgement about the quality of teaching in the subject.
134. The co-ordinator who has been in post for less than a year has already set in place strategies to address identified weaknesses, for example time allocation, the use of assessment and coverage of topics. She is enthusiastic, an expert in her field, and has begun to influence colleagues' confidence positively. She leads and manages the subject well, monitoring teachers' plans and making lesson observations on a regular basis. An adequate policy and detailed scheme of work are in place. Resources are largely adequate, maintained well and are easily accessible to teachers and pupils. There is a need for more equipment to support work in mechanisms, control and pneumatics, and enable computer aided design to take place.

GEOGRAPHY

135. The standards attained by pupils both at the end of Year 2 and Year 6 are in line with the average for all primary schools. There are strengths in pupils' knowledge of places, their understanding of processes and change and in their skills of using maps and photographs to interpret features. As yet, pupils have had insufficient opportunities to use ICT to support their learning in the subject. Pupils have valuable opportunities to undertake local and residential fieldwork in coastal, urban, moorland and mountain environments. The provision for the subject and the teaching of it have both improved since the last inspection.
136. Pupils were making good progress in their geography in Years 1 and 2. At the time of the inspection they were studying the physical and human features of the coast at Teignmouth. Previously they had found out what this seaside resort was like a century ago and had built a large annotated model and had prepared a display of old photographs. In the lessons seen, pupils were encouraged by their teacher to suggest which features in this display were physical and which were human. They then were asked to say which features would no longer be present and which things would have changed. They concluded, after much discussion, that most things that were different were human features, but also after a hundred years the sea would have worn away the cliffs and enlarged a sea cave. Many of the Victorian buildings, though modified, were still intact. This example of good practice was made even more impressive by the use of large scale maps and aerial photographs. Pupils were also able to identify key features from an infra-red satellite photograph of South West England. The use of 'Barnaby Bear' to highlight places visited by teachers and pupils has been another successful feature of the Key Stage 1 syllabus. Able pupils were being extended with the use of sophisticated resources and nimble questioning, whilst lower attaining pupils were given

appropriate levels of support. There is a need to use ICT more within lessons to support learning.

137. Pupils are making satisfactory progress in their geography in Years 3 and 4 and good progress in Years 5 and 6. Boys and girls are making comparable progress and were achieving to an equal standard (including those with special educational needs). The achievement of middle and lower attaining pupils is good in relation to their capacity to learn. Higher attaining pupils are, in general, capable of going further and deeper into the subject. This is particularly the case when worksheets are used, as when learning about distance, direction and symbols. A fine exception to this trend was seen in a Year 5/6 lesson where pupils were using the Internet to find out more about South Africa during the Apartheid era. This particular topic also encouraged a lot of thinking about spiritual and ethical issues. It is intended to make much greater use of the Internet now that a Broadband connection has been installed. Teachers make sensitive and imaginative use of the family contacts of pupils of minority ethnic origin to explore life in The Philippines, India and Pakistan. Geography is taught in one long and one short module per year. There is a need to ensure that key skills and concepts do not lapse in the periods between modules. There is also scope for encouraging more personal investigation and creating more opportunities for extended writing. The links between geography and mathematics are well synchronised.
138. Pupils show plenty of enthusiasm for the subject and are keen to learn. They invariably behave well and are considerate to both the adults and other pupils in the room. They particularly enjoy the practical and visual nature of many lessons. They make good use of the opportunities offered to undertake field observations, for example at the coast in Torbay or on Dartmoor. For a number of years the school has taken pupils to London, which has motivated them greatly. This year some older pupils are having a residential experience in Snowdonia. There was a great deal of excitement and anticipation at the time of the inspection about this valuable extra-curricular learning experience.
139. The quality of teaching ranged from very good to satisfactory. Overall it was good. In the best lessons pupils were provided with a rich variety of visual materials and were encouraged to think their way through interesting and sometimes difficult questions. In Years 1 and 2, for example, pupils had been taken to see the local Tourist Information office. They quickly set up their own version in their classroom and through role play advised visitors about where to stay and what to do using authentic tourist maps and brochures. In a Year 3/4 lesson pupils gained a valuable insight into life in Brittany through the use of a well-chosen video clip. In the lessons where teaching was satisfactory, all pupils were able to make steady progress. Key concepts were firmly established, but the opportunities to go beyond them into intellectually demanding applications were too restricted. This was mainly because teachers used only a limited range of resources and gave lengthy spoken introductions. The library has a relatively small stock of geography books, which limits opportunities for personal research or extended reading.
140. The leadership of the subject is good. There has been a very astute analysis of the strengths and development needs of the subject undertaken recently. The syllabus has been upgraded to incorporate many of the elements of the QCA recommendations. A

good start has been made to introduce the use of the Internet through the 'Journey to Johannesburg' unit of work for Years 5 and 6. There is more to be done to define appropriate learning targets for different ages and ability levels of pupils and to assess pupils' achievement in relation to these. There is plenty of evidence to show that much progress has been made in improving geography since the last inspection.

HISTORY

141. The standard attained by pupils both at the end of Year 2 and Year 6 is broadly in line with that expected for pupils of these two age groups. Attainment in history at the time of the previous inspection was above average, with pupils making good progress from Years 1 to 6. The subject is taught in modular units with gaps in time between each visit. This means that some pupils forget important skills and concepts between visits. In Years 3 to 6 pupils study one area of study taken from the programme of study, and one half term unit based on a famous person. Coverage of the statutory areas of study at Years 3 to 6 is not achieved for all pupils, a situation that is made more complicated by the nature of the mixed age classes. These factors have impeded both pupils' attainment and their progress since the previous inspection.
142. A judgement on standards has been reached after talking to pupils, looking at work previously completed in pupils' books, reviewing resources, talking to the co-ordinator and looking in detail at the overall planning for history. As only one lesson was seen during the inspection, a secure judgement cannot be made regarding the quality of teaching across the school.
143. Pupils at the end of Year 6 were able to describe aspects of changes in Britain since 1948, referring to the impact of World War II and the rebuilding of homes, technological improvements, changes in the roles and rights of women from the present year's studies, and were able to recall knowledge about the Match Girls' Strike, an event in Victorian times, from studies of a previous year. However, they found it very difficult to offer any other examples of people and events from other periods and times, or to place them correctly in a chronological framework. With some prompting pupils were able to demonstrate knowledge and understanding of different types of evidence, books, the Internet, diaries, newspapers and asking other people. Real enquiry work seems to be limited and quite a lot of work is worksheet based, completed as homework. These worksheets provide good summarised information and questions, but do not always provide enough stimulus for more able pupils. Although small timelines are displayed in most classrooms, the active use of timelines to develop chronological understanding is limited.
144. During the one lesson observed, Year 3 and 4 pupils were not sufficiently challenged in thinking skills for history. After an introduction that was too long, with passive learning, pupils were asked to cope with rather complicated statements for a simple sequencing exercise about the life of Florence Nightingale. Pupils of differing abilities in the class were given different numbers of statements, and some pupils required a lot of support from the learning support assistant to complete the task, and no opportunity was given for pupils to choose their own method of recording. The homework exercise, displayed in the classroom, where pupils had had to find out about Florence Nightingale and record

their findings in their own way was a much better approach to teaching and learning in history. In one geography lesson observed in Year 5 and 6 useful links were made between geography and history in pupil comments in the context of apartheid in South Africa.

145. There are instances where standards are high, for example Year 1 and 2 pupils have been using old photographs of local seaside places to observe and record differences between now and then, and had constructed a model of the seaside 'in the olden days'. During the topic on The Great Fire of London, Year 1 and 2 pupils had a wonderful opportunity to investigate life at the time. A member of the staff brought a wide range of replica artefacts and clothes into school. Photographs show pupils enthralled, trying on the clothes, handling artefacts, making pomanders and biscuits and doing a Stuart dance. The day culminated in a 'Stuart tea party'. This really brought history alive. Other associated activities were the construction of Pudding Lane using construction kits to show that the houses were built close together and painting the houses in flames. The visit of an Egyptian story-teller, linking dance, drama and history had also a very successful learning experience for Years 3 and 4 during their studies of Ancient Egypt. Good learning also takes place when pupils have the opportunity to study an aspect in depth, as demonstrated by Year 5 in their understanding of the work of the Match Girls and the reasons for their protest, and in the work by some Year 6 pupils where they had spent three lessons studying the concept of 'racism' in the context of immigration to Britain during the 1950's. A number of word-processed pupil responses written from the point of view of the black immigrant were displayed including, some movingly written descriptive pieces and poems. This demonstrates a high standard of both literacy and an understanding of interpretations in history, as well as developing citizenship values.
146. Whilst investigating Viking and Anglo-Saxon life, Year 4 pupils used their note-making skills to list key words and phrases, and then used these to construct a few paragraphs of independent writing which demonstrated the process of writing history to a good standard. Unfortunately, pupils' work across the school is not extensive enough and invariably all pupils are expected to do the same task in the same way.
147. The subject is well led. The experienced co-ordinator is aware of the impact of the national strategies for literacy and numeracy on the time for history, and the difficulties of planning coverage of the areas of study at Key Stage 2 with mixed age classes. Good use is made of the QCA scheme of work, and this has improved the planning process. Teachers evaluate each unit of work honestly, and make suggestions about how it can be improved, for example one teacher in Year 1 recognising that more could have been done to develop pupils' chronological understanding of the event by use of a timeline, and learning about the past in the topic on 'Toys' could be improved by having time to build up a classroom museum. The co-ordinator has built up a range of resource materials, including videos, pictures and reference books organised in topic boxes and stored centrally. There are few historical artefacts, however, which remains an area for development. The co-ordinator encourages use of the local area, with pupils visiting the local museum and studying buildings around the school. The school buys into the County Library Service and this provides useful reference books for history. Assessment procedures to identify next steps in learning are not in evidence, with no visible marking or

teacher comments on any of the pupils' work seen. The school has identified assessment in the foundation subjects as a focus for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

148. The overall standard of attainment is below average for pupils at the end of Year 2 and also Year 6. Since the last inspection, the development of ICT has been given the highest priority and resources have been transformed. Now there is a computer suite which is networked where classes are timetabled for the teaching of skills. To catch up, Years 4, 5, and 6, are being introduced to similar skills in this initial year. During the next two years skills will be promoted using national guidelines to ensure that a full coverage of National Curriculum requirements is met. ICT remains a high priority in the school development plan. Several significant decisions have been made by the headteacher and the governing body which include employing a very skilled technician and employing the services of a trainer in order to raise the subject knowledge and confidence of both teaching and non-teaching staff. This training has been matched to the needs of the school and has accelerated the raising of standards.
149. Inspection evidence shows that standards have improved considerably since the last inspection, with examples of pupils acquiring skills at levels which are considered to be typical of what is expected for pupils of their age. There were some good examples of pupils using these skills to extend the quality of learning in other subjects of the curriculum. The use of national guidelines is intended to help to ensure that skills will be built upon term-on-term and year-on-year. However, overall, standards remain below average with weaknesses in the aspects of control and monitoring. There is to be a phased introduction of computers into classrooms which will provide more opportunities for new technology to be used more widely in other subjects. The ICT suite is to be timetabled more fully so that the resources are used in a carefully planned way.
150. Pupils of all ages and abilities enjoy their experiences, and attitudes to learning are at least good and often better. Pupils work well together in pairs and share their experiences. Often higher ability pupils support those with less experience. This was used to very good effect in the Year 1 and 2 lesson when pupils used a graphics package to extend learning in science and art and design. Pupils handled the mouse effectively to read menus, change colours, and replicate the cross sections of fruits using the paintbrush and fill functions.
151. Pupils in Years 3 and 4 used the 'Paint' program to produce a plan of their classroom using 'stamps' to ensure consistency. They skilfully modified the size of furniture. Pupils in one Year 5 and 6 class used the Internet to use higher order research skills to satisfy their curiosity about Apartheid. They logged on, and used a search engine accurately to access information. In the other Year 5 and 6 class, pupils built on previous skills to use a spreadsheet to calculate the mathematical concepts of area and perimeter using precise formulae to solve their problems. These older pupils enthused over their tasks, they thrived when capitalising on their joint skills and flourished as their teachers encouraged them to explore. Care should be taken to ensure that less confident, and often younger, pupils are not overwhelmed by the strong enthusiasm of their partners.

152. The quality of teaching has improved significantly and is now good within the lessons taught in the ICT suite. Confidence and subject knowledge has improved appreciably and a range of teaching methods is well used. In the mixed age groups, it is often the case that younger pupils in each class are extended by the higher degree of challenge that the older ones receive. Teaching is at its best when the minimum number of experiences are planned for and then pupils are encouraged to carry their investigations into new areas. Where teaching was only satisfactory, pupils strained at the leash when teacher introductions were too long, when the extra support could have been given to pairs and individuals when the activity was underway.
153. Leadership of the subject is good. There is a good action plan which has accurately identified key areas for development. These include the promotion of links with all areas of the curriculum and the need for manageable assessment procedures so that when skills are acquired, challenging targets can be set for improvement. The ICT co-ordinator has produced a revised policy using national guidelines. This now gives more direction to teachers. Obtaining more resources remains a high priority. It is the intention to place at least one computer in every classroom which is networked to the ICT suite and to equip it with software that will improve the quality of learning for the large proportion of pupils with special educational needs and those for whom English is an additional language by giving them more visual cues and animated activities for them to follow. The support given to these pupils varies but at its best it challenges rather than solves problems for them. With this positive leadership and a joint commitment to succeed, the school is ideally placed to raise standards.

MUSIC

154. The overall standard of attainment of pupils both at the end of Year 2 and Year 6 is in line with that expected for pupils of these two age groups. This was also the case at the time of the last inspection. Music has a high profile in the school. Most music lessons are timetabled for half an hour and as a consequence the subject has not suffered too much from the impact of the National Literacy and Numeracy Strategies. It was only possible to observe one lesson in a Year 1 class because of the timetable arrangements during the days of the inspection. Other evidence was gathered from observation of Key Stage 2 song practice, choir practice, and discussions with pupils and staff. In the lesson seen, pupils made good progress, and the singing was of a very high standard in both the choir and the Key Stage 2 song practice. There is a more consistent approach to music across the school, an improvement since the last inspection. The use of ICT in music is under developed, but this is recognised by the co-ordinator who plans to attend a course later this year, and will then work with the school technician to make best use of ICT in the music curriculum. There is also scope for pupils to experience more music from different world cultures.
155. The quality of teaching of the one lesson that was observed was good. Each element of the lesson was introduced appropriately with pupils learning that music is a 'pattern of sounds and beats' in a very active way. As pupils sat on the carpet in a circle, and after a brief explanation of 'clockwise' pupils were asked to pass the tambourine clockwise from one to the other very quietly. Pupils concentrated really hard to develop skills to control sound, listening for any tiny sound. Good use was made of a CD for the song, The Busy

Farmer, as pupils listened, moving bodies to the rhythm, clapping their hands and stamping their feet, developing an understanding of a 'steady beat'. A variety of good quality non-pitched instruments were introduced, enough for each pupil to have one instrument, and pupils were interested in their names and shapes. Pupils were asked to compare the 'metal sounds' of the bells and triangle with the wooden sounds of the different drums and blocks, and were asked to offer suggestions as to which type is best to produce a 'steady beat'. Following a practice using the instruments, they moved to a short performance of instruments and voices to the CD accompaniment of "The Busy Farmer". The lesson ended with pupils choosing their favourite drum, (not surprisingly the 'lollipop drum') and pupils then used it to beat out their own name. Even the prayer that closed the morning session was sung quietly to the beat of the drum, this time played by the teacher. The lesson was well planned and the classroom organisation, pace of lesson and teacher's subject knowledge was good. The teacher communicated her enthusiasm for the subject. The pupils took part with confidence and enthusiasm in a variety of musical activities that developed the musical skills of rhythm, beat, observation, listening and communication.

156. The Years 3 to 6 song practice takes place weekly in the hall and is taught by the music co-ordinator, with class teachers supporting their own class with the singing tasks they are asked to do, which are of a challenging nature. The teaching in the practice observed was of particularly high standard with all pupils taking part with enjoyment, matched only by the enthusiasm of the teacher. All pupils singing the Orchestra Song as a round in five parts was the climax of the lesson, but was quickly followed by unaccompanied performances of 'Ten Green Bottles' and 'One Man went to Mow' in which all pupils responded to traffic light signals, red to 'sing in your head'; amber to 'clap with your hands' and green to 'sing'. These were displayed and changed at a sharp pace, resulting in an excellent demonstration of high quality singing and control by upwards of 150 pupils. It was a privilege to be there!
157. Pupils' behaviour and attitudes during music activities observed was very good. The pupils are enthusiastic and enjoy taking part in these activities. Overall, all pupils, including those with special educational needs and those who speak English as an additional language make good progress.
158. The provision for extra-curricular music is good. There is a school choir, open to all pupils in Key Stage 2 with parental consent. There are weekly after school practices that are well attended and well represented across the key stage. The choir performs in school concerts and community singing events. Members of the County Music Service give weekly music lessons. The number of pupils playing musical instruments has increased ten-fold during the last two years, with all sections of the orchestra represented. The school also funds a teacher to give weekly recorder lesson and parents fund keyboard lessons. The co-ordinator organises an annual 'Band Wagon Concert' where all school instrumentalists play. This concert is another opportunity to perform, but also encourages other pupils to think about playing a musical instrument. The co-ordinator has also established links with Devon Youth Music.
159. The music co-ordinator is an experienced musician with excellent subject knowledge, and has been in post for just over two years. She is a very enthusiastic and capable leader of

the subject. She recognises that not all teachers will be so confident about teaching the subject and offers them plenty of support and encouragement. A new music scheme was introduced in September 2001, making music easier for the non-specialist to teach in a systematic way. The music co-ordinator offers good advice and teachers are now more confident and their own subject knowledge has increased. This, together with the purchase of new instruments and glockenspiels which are easily transported from one class to another, is having a positive impact on learning across the school.

160. There is a need to improve the assessment procedures for music, and this is under review along with other foundation subjects. The co-ordinator plans to pilot a new simpler system, linking the units of the scheme to National Curriculum expectations, so that pupil outcomes can be linked to targets for the next stage of learning.

PHYSICAL EDUCATION

161. Attainment by pupils at the end of Years 2 and 6 is in line with national expectations, which is similar to the findings of the last inspection. During the inspection the focus was mainly on ball skills, gymnastics and dance. Seven full lessons and parts of other lessons were observed. Other evidence included discussion with teachers, the subject co-ordinator, parent helpers and an analysis of planning.
162. Nearly all lessons commence and end with appropriate warm-up and cool-down exercises. The majority of pupils, especially in Years 3 to 6, know the importance of these activities in relation to heart-beat, breathing and muscle relaxation. Pupils, including those with special educational needs and for whom English is an additional language, make satisfactory progress. When prior skills levels are considered they also achieve well due to overall satisfactory teaching and coaching and their own willingness to succeed. The participation of both boys and girls in the netball and cricket clubs reflects the school's policy of including all pupils in all activities.
163. By Year 2 many pupils display imaginative ideas as they travel around the hall, changing shape, speed and direction. For example, in a Year 1 gymnastics lessons the pupils, while executing a sequence of jumps, demonstrated satisfactory control on take-off and landing. More talented pupils added poise and tension as extra dimensions. In the same lesson all the pupils performed a variety of balances, rolls and stretching movements linking them effectively into a short routine. Pupils in the Year 1 and 2 age range are beginning to acquire well the skills of sending, receiving and striking a ball, quoit or bean bag using both hands and racquets, as observed in two outdoor ball skills lessons.
164. By the end of Year 6 the pupils demonstrate satisfactorily in gymnastics the skills of running, jumping, balancing, turning and twisting. They are beginning to measure and compare their own and others' performance, thus ensuring improvement. In a Year 6 lesson for instance, pupils advised their groups about the importance of elongating and then contracting body shapes in an exaggerated manner while composing and performing a dance. Pupils are becoming more aware of the importance of pace and accuracy as they develop passing, catching, controlling and retrieving skills in netball and cricket, seen to good effect during club practice. A good feature is the high level of netball skills which some boys display. By the end of Year 6 the majority of the pupils swim the nationally

desired 25 metres with some swimming 400 metres or more. The restricted outdoor facilities limit pupils' achievements in field games and track athletics. Pupils, however, do gain considerably from residential outdoor activities weeks.

165. The pupils enjoy physical education and adopt a positive and enthusiastic approach. By Year 6 both boys and girls know the basic idea of football, cricket and netball. They are beginning to learn the importance of communication in a good team performance, demonstrated ably by the more talented players during a Year 5/6 netball session. They show good self-discipline and respond well to instructions, as noted in a Year 5 gymnastic lesson performing mirrored and matched balances. Overall the behaviour in the majority of lessons is good. They respect and value the efforts of others by offering supporting comments.
166. Teaching is satisfactory overall with examples of some good and very good practice. Teachers provide pupils with well-structured sequences, enabling them to move gradually from basics to more complex work. This was illustrated well in a Year 1 lesson on developing sending skills where control improved as pupils progressed from using a bean bag to balls, concentrating on the throwing action. Instructions are usually clear and pupils are encouraged to analyse their work, describing what happened and evaluating its success or relevance to the task which had been set. For example, in a cricket session the pupils were asked to describe the importance of the long barrier method while batting. Aspects of safety are brought regularly to the pupils' attention, as observed in a Year 2 ball skills lesson. During lessons teachers invite the more talented and skilful pupils to illustrate best practice. In nearly all classes the teachers change into appropriate attire for lessons. This provides a good role model for the class, who dress in regulation outfits, and it enables demonstrations to be given easily. Provision for the involvement of physically disabled in physical education is very good. Particularly good examples were noted in a Year 2 ball skills lesson where the pupil, with the aid of a frame, participated in all the activities. In a Year 4 lesson a pupil with a sound aversion condition was supported very well within a small group of pupils using tambourines and shakers to help overcome the aversion.
167. The subject is led and managed satisfactorily. The co-ordinator who has been in post since September has restocked and monitored the physical education resources, and has organised their storage. He is supported by a willing number of teachers and parents who devote time to promoting a satisfactory range of clubs and teams, including football, netball and cricket. His networking with organisations such as the Football Association has resulted in selling raffle tickets to raise much needed finance for resources. The school football team takes part in the local primary schools competition and the netball team plays other schools in friendly matches. Plans are in place to increase the profile of athletics and cross country running. The current policy requires updating, and the scheme of work follows closely the QCA's recommendations. Residential educational visits include trips to Dartmoor and Snowdonia where Year 6 pupils engage in outward bound activities such as abseiling, mountain walking, rock and gorge climbing and night walking. These extra-curricular activities enhance self-esteem, increase confidence and develop team-building skills.

168. Learning resources are adequate but the confines of outdoor and inside accommodation for games and gymnastics restrict maximum opportunities for movement, especially outdoor football. The school open air swimming pool is used in mid-summer, but during the inspection it was closed for maintenance.