

INSPECTION REPORT

LODDISWELL PRIMARY SCHOOL

Loddiswell, Kingsbridge

LEA area: Devon

Unique reference number: 113207

Headteacher: Mrs Judith Holden

Lead inspector: Mrs Alison Cogher

Dates of inspection: 8 – 10 March 2004

Inspection number: 256762

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	79
School address:	Loddiswell Kingsbridge Devon
Postcode:	TQ7 4QU
Telephone number:	01548 550295
Fax number:	01548 550295
Appropriate authority:	The governing body
Name of chair of governors:	Dr Rob Van Es
Date of previous inspection:	4 May 1998

CHARACTERISTICS OF THE SCHOOL

This is a small rural school situated in the centre of the village of Loddiswell close to the town of Kingsbridge in Devon. Most pupils come from the village and surrounding area, with a few coming from Kingsbridge. The number of pupils in each year group varies from year to year. Some year groups are very small. Almost all pupils are of white British heritage and none require extra support for learning English. Although pupils come from a variety of backgrounds their socio-economic circumstances are average overall. Attainment on entry is broadly average. No pupils have English as an additional language. Twenty five per cent of pupils are on the school's register of special educational needs. This is above average. Pupils' special educational needs are varied with the largest proportion having moderate learning difficulties. The percentage of pupils with statements of special educational needs is above the national average. The number of pupils entitled to free school meals is broadly average. The school has been awarded the Basic Skills Quality Mark, an achievement award from the Department for Education and Skills and an Outstanding Achievement Award from the South West Arts Academy.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24805	Alison Cogher	Lead inspector	Foundation Stage Mathematics Information and communication technology Art and design Design and technology Music English as an additional language
9334	Jenny Mynett	Lay inspector	
8864	Peter Clifton	Team inspector	Special educational needs English Science History Geography Physical education Religious education

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school providing good value for money. The very good leadership, management and governance of the school and good quality specialist teaching ensure all pupils achieve well. Pupils have very positive attitudes to their work and behave very well. The curriculum provided by the school is very good. The school provides a very supportive community with a very positive ethos and as a result pupils enjoy coming to school. Very good enrichment activities and links with the community and local schools are significant aids to achievement.

The school's main strengths and weaknesses are:

- Very good leadership, management and governance keep the school focused on improvement.
- Specialist teaching is effective and ensures all pupils achieve well.
- By the end of Year 6 pupils attain standards in English, mathematics and religious education that are above average, and well above average in science.
- Pupils are enthusiastic learners who enjoy school, and express very positive views, about the care and support they receive.
- The school provides a very good curriculum that pupils find stimulating and interesting.
- Not all teachers are fully confident in the use of information communication technology (ICT) to support teaching and learning.
- Very productive links with parents, the community and local schools make a significant contribution to teaching and learning.
- The use of homework to support pupils' learning is not effective.

The school's improvement since the last inspection has been good. Standards in English, mathematics, science and ICT have improved as a consequence of improved teaching and the very strong leadership, management and governance of the school. All of the key issues from the previous inspection have been addressed well.

STANDARDS ACHIEVED

Standards achieved are good.

Children in reception start school with skills that are average overall. However, there is a range of ability between individual children and between each year intake. Most children reach the expected goals in all areas of learning by the end of their reception year and some children exceed them. Pupils in Years 1 and 2 continue to achieve well and achieve good standards in reading, writing and mathematics. Standards in ICT are average and in RE they meet the expectations of the syllabus. No other subjects were inspected in sufficient depth to make judgements about standards.

Standards achieved by pupils in Years 3 to 6 are good in English, mathematics and RE. They are very good in science and average in ICT. The achievement of pupils with special educational needs, and those identified as being very able is good. The school has focused on improving the achievement of boys. The school has been successful, and in the work seen there was no significant variation in the standards achieved by boys and girls of similar ability.

Caution is needed in interpreting the results of national tests because of the very small numbers of pupils in each year group and the year-on-year variations in the proportion of each year group identified as having special educational needs.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	B	A	A
mathematics	C	A	B	B
science	E	A*	A	A

Key: A in the top 5% of schools nationally; A - well above average; B – above average; C – average; D – below average; E – well below average Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' personal development is very good. Their spiritual, moral, social and cultural development is also very good. Pupils work and play together very well. Attendance and punctuality are very good. Pupils come to school ready to learn.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good.

Very good use is made of teachers' subject expertise and this ensures teaching is consistently good with some very good features. Lessons are interesting and meet the needs of all pupils. Teaching assistants make a significant contribution to the achievement of pupils. Not all teachers are equally confident in the use of computers and the organisation of homework is unclear. The curriculum is very good, with significant strengths in the provision of enrichment activities. The school makes very effective use of its positive links with other schools and the community, the input of experts and educational visits, to enrich the very good curriculum and support teaching and learning. Pupils receive very good care and support, and are actively involved in the work of the school. The school's partnership with parents is very good. Parents are very supportive of the school and are involved in many aspects of its work.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides very strong leadership and is supported very well by all staff. There is a strong commitment to ensuring pupils achieve their best and all staff work very well as a team. Governance is very good. Governors are knowledgeable, hard working and have a clear understanding of the strengths and weaknesses of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard and consider their children are challenged to work hard and achieve their best. Inspectors agree that the provision for homework could be improved. Inspectors do not agree with the concerns about bullying expressed by some parents, and consider that the school's procedures to deal with bullying are appropriate. Pupils say they like school and feel safe and secure.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Ensure teachers have sufficient skills to enable them to make the best use possible of ICT as a tool for teaching and learning.
- Review the provision made for homework.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in English and mathematics are above average. Standards in science are above average in Year 2 and well above average in Year 6. Standards in ICT are satisfactory. Standards in RE are above average in Year 6. Achievement throughout the school is good.

Main strengths and weaknesses

- Teachers' very good subject knowledge ensures all pupils achieve well in relation to their prior attainment.
- Standards in all core subjects have improved since the last inspection.
- Very good links with local schools support the good achievement of pupils.
- Homework could be better organised to support pupils' learning.
- The variation in teachers' skills in ICT affects the standards achieved by pupils.

Commentary

1. The achievement of children in reception is good. As a result of good teaching, including the very effective support provided by teaching assistants, children make good progress in their learning from their individual starting points. Most children reach the expected goals in each of the six areas of learning of the Foundation Stage curriculum, and some exceed them.
2. As the numbers of pupils in each year group are small, caution is needed in interpreting the results of national tests. In 2003 the number of pupils in Year 2 was four. School assessment information shows that these pupils achieved well from their individual starting points in reception to attain very high standards in reading and writing and high standards in mathematics by the end of Year 2. An improving trend, above that found nationally has been firmly established. In the current Year 2, standards in reading, writing and mathematics are above average and pupils' achievement is good. Teacher assessment shows that pupils also achieve well in science to attain above average standards.
3. Results of national test for pupils in Year 6 vary from year to year because of the small numbers of pupils involved. However, they are consistently above the national average. Standards in English, mathematics and science have improved since the last inspection. In 2003 standards in English and science were well above average, and above average in mathematics. In the current Year 6 standards are above average in English and mathematics and well above average in science. An analysis of school data provides good evidence to show that pupils in Year 6 achieve well when compared to their prior attainment in Year 2. The school sets challenging targets for pupils and is successful in helping them to achieve them.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.7 (27.9)	26.8 (27.0)
Mathematics	28.0 (28.7)	26.8 (26.7)
Science	30.7 (32.6)	28.6 (28.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year

4. The school's decision to use teachers' subject expertise has a positive impact on the standards achieved by pupils. Teachers responsible for pupils in Years 2 to 6 work with all pupils in these year groups. Because they have very good subject knowledge, teachers are able to plan lessons that ensure pupils of all abilities achieve well. The well above average standards achieved by pupils in Year 6, in science, are the result of the specialist teacher's excellent subject knowledge. Pupils also receive very good support from teaching assistants, which contributes to their playing a full part in lessons that results in good learning. The school makes very good use of assessment information to guide teaching with the express purpose ensuring all pupils achieve well. For example, having identified that boys' achievement was below that of girls, the school purchased additional resources and teachers have made alterations to the way they organise and conduct their lessons. Inspection evidence shows that as a result of this action the achievement of boys and girls of comparable ability is now very similar. The emphasis on the development of pupils' thinking skills, learning through investigation and relating pupils' learning to real life situations also contribute well to the standards achieved. The school provides regular homework for pupils. However, it is not sufficiently well organised to ensure that it makes a good contribution to pupils' overall achievement. The school has plans to review the current situation.
5. Pupils benefit from the very good links that have been established with local schools. This is particularly true of the very close working relationship that has been secured with the local Community College. Shared teaching in both schools, and the exchange of ideas and expertise between teachers have a positive impact on the good standards achieved.
6. Standards in ICT have improved since the last inspection and are now satisfactory in all aspects of the subject. Improved resources and specialist teaching have secured the rise in standards and the good achievement of pupils during dedicated ICT lessons. However, teachers' ICT skills vary. The school has recognised the need to improve teachers' confidence in the use of ICT to support their teaching and pupils learning in ICT.

Pupils' attitudes, values and other personal qualities

Pupils' spiritual, moral, social, cultural and personal development is very good and is reflected in their very good attitudes, behaviour, relationships, and willingness to take responsibility. Attendance and punctuality are very good. Pupils are happy and enjoy coming to school.

Main strengths and weaknesses

- Pupils' very good attitudes and behaviour enable them to achieve well because they are highly motivated and eager to learn.
- The very good relationships between staff and pupils and amongst the pupils themselves promote a positive learning environment.
- The provision for pupils' spiritual moral, social and cultural development is very good and contributes very effectively to pupils' personal development.
- Attendance is higher than other schools and pupils arrive punctually at the start of the school day.

Commentary

7. Both pupils and parents have very positive views about the school. Parents are particularly pleased that their children are happy, enjoy school, love learning and behave well. They consider that teachers' high expectations encourage their children to work hard and achieve their best. As a result, pupils gain in confidence and learn well. Almost all reception age children reach the expected goals in their personal, social and emotional development by the time they enter Year 1. Pupils are very enthusiastic about their school. They like most things about it but talk particularly about the *'friendly people... and the helpful teachers'*, and about how welcoming the school is towards new pupils. The behaviour of almost all pupils is very good, both in lessons and around the school. They respond very well to the school's reward programme and feel it motivates them to work hard and behave well. Harmony is a strong

feature of the school and there was no evidence during the inspection of bullying or oppressive behaviour. Pupils feel that bullying is not an issue in the school and were keen to stress that if they did have a problem they knew who to go to and feel certain it would be sorted out.

8. The provision for pupils' spiritual development is very good. The school's approach to promoting the five human values of "truth, love, peace, right conduct and non-violence" is firmly embedded into the school's culture and helps to develop pupils' self-knowledge and spiritual awareness. Pupils show great respect for the values and beliefs of others. Pupils' spirituality is promoted well through subjects such as art and design as they seek inspiration for their work from nature.
9. Moral development is very good. Pupils respect the school's code of conduct, know right from wrong and are fully aware of how their actions affect others. The team system and the weekly award assembly encourage pupils to recognise and celebrate others' achievements. Pupils gain an awareness of others less fortunate than themselves through their support of charities and sponsorship of a child in Ghana. The good behaviour of pupils in and around the school is a result of their developing self-discipline and is reflected in the absence of exclusions in the school.
10. Pupils' social development is particularly well developed and results in constructive relationships being forged both between staff and pupils and amongst the pupils themselves. This promotes a good working environment and makes a positive impact on achievement. Pupils accept responsibility readily and complete any tasks they have been given conscientiously. The school council and the playground buddy system engender a good awareness of others. Older pupils are very caring towards younger pupils. The residential visits, family group time and participation in music and art activities provide further good opportunities for pupils to work together.
11. The provision for pupils' cultural development is very good. There is a rich provision within the curriculum, drawing upon local expertise including resident artists and involvement in various local festivals and competitions. The school also very effectively fosters pupils' awareness of other cultures through a range of curriculum developments, projects and visitors. An international programme is enabling a Japanese student to visit the school and spend time sharing aspects of her cultural background. Pupils are being introduced to origami, sushi, and are learning to write their names and count in Japanese.
12. Pupils are very happy to come to school and are eager to learn. Attendance is very good and well above the national average with no unauthorised absences. Children are brought to school punctually in the mornings and lessons start on time. There have been no exclusions in the last year.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.2
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Leadership, management and governance of the school are very strong. Teaching is good overall with many very good features, although the use of homework in support of pupils' learning is unclear and the level of ICT expertise between teachers is variable. A very good curriculum is well established and pupils' attitudes and behaviour are very good. The ethos of the school is very good and the school has successfully created a

learning environment in which pupils thrive and are keen to learn. Very good links with parents and the community and high quality care and welfare procedures and practice are very supportive of pupils' learning.

Teaching and learning

Good and often very good teaching results in good learning for pupils. Assessment procedures are good.

Main strengths and weaknesses

- Teachers have very good specialist subject knowledge and this ensures pupils learn well.
- Links made between subjects are good and pupils are shown how what they are learning is applied in real life situations.
- Relationships are very good and pupils work hard.
- Very good use is made of skilled teaching assistants and assessment information and this contributes well to pupils' good achievement.
- The organisation and purpose of homework are unclear.
- Not all teachers are very confident or knowledgeable in the use of ICT.

Commentary

13. Teaching of the youngest children in the school is good. Children in their reception year experience activities that are well matched to their interests and abilities and they are supported very well by teachers, and teaching assistants. As a result they achieve well in all of the areas of the Foundation Stage curriculum and develop into confident and enthusiastic learners. They are well prepared to tackle the work of the National Curriculum in the same class as Year 1 pupils. They continue to achieve well because teachers plan lessons that successfully build on their previous experiences.
14. The school organises the teaching of pupils in Years 2 to 6 to take advantage of teachers' subject strengths. Very good subject knowledge is a notable strength of teaching. Teachers plan lessons that build successfully on what pupils already know and as a result pupils' learning moves forwards at a good pace. Teachers give good demonstrations and provide pupils with very clear explanations. Good use of questioning in discussions enables teachers to gauge pupils' understanding and take their learning forward. These positive features of teaching ensure that pupils of all abilities achieve well. Pupils are motivated to learn because lessons are interesting and often related to real life. They respond very well to this approach as their learning has real purpose. For example, pupils in Year 6 understand that knowing about shapes and angles is vitally important in the work of architects. Teaching assistants have a very constructive partnership with teachers and provide very valuable support for pupils of all abilities. When working with pupils who have identified special educational needs, they are fully aware of the particular support pupils require and work effectively to help them meet their individual targets.
15. Teachers make effective links between subjects that further support the good learning and achievement of pupils. Discussions are an integral part of all lessons that help pupils to learn new vocabulary and develop their speaking and listening skills. Links to mathematics are frequently made in science and pupils practise their writing skills in various forms in all subjects. The use of ICT to support pupils' learning is developing well. However, teachers' personal knowledge and skills in ICT are very variable and, as a result, the use of ICT in lessons is inconsistent. The school has recognised the need to raise some teachers' skills further to enable them to make best use of ICT as a tool for teaching and learning.

16. The working atmosphere within the school is calm and productive, and fully supports pupils' effective learning. Very good relationships exist between pupils themselves, and adults and pupils. Teachers manage pupils well and value their contributions in lessons. They provide many opportunities for pupils to work together and to share their learning in lessons. The consequence of these positive features is that pupils develop very good attitudes towards their learning and work hard.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	8	2	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

17. The school has recently reviewed its homework policy and procedures. Parents contributed to the debate and a way forward was agreed. However, there remains some confusion relating to the use of the "Homework Booklets" that were produced in response to the school's review. These booklets contain work to be completed over a period of weeks. It is unclear as to when each piece of work is to be tackled and there is little guidance for parents as to how they can support their children. Consequently the tasks set are not as supportive of pupils' learning as they could be. The school recognises the need to review again the provision made for homework.
18. Assessment procedures are good throughout the school. Very good use is made of the information gathered to identify whole school issues and set targets for year groups and groups of pupils. Teachers adapt their teaching successfully in response to assessment information. For example, the school's focus on improving pupils' thinking skills, and boys' achievement was a direct result of the analysis of assessment information. The strategies used to address these issues have been successful in raising pupils' achievement and standards overall. Teachers make very good use of informal assessment in lessons to guide the planning of future lessons to ensure that activities closely match pupils' learning needs. Pupils of all abilities say they enjoy their lessons, are aware of their targets for improvement and are supported well in their efforts to achieve them. Very good leadership and management have secured consistently good teaching and learning and the good standards achieved by pupils.

The curriculum

The curriculum provided by the school is very good. The opportunities provided for enrichment of the curriculum are very good. The school's accommodation and resources are good.

Main strengths and weaknesses

- The curriculum is very well organised.
- Teachers' very good subject expertise is used very well to support the curricular opportunities planned for all pupils.
- The wide range of enrichment activities supports pupils' learning very well.
- Pupils are prepared very well for each stage of their education.
- Best use is made of the school's accommodation.

Commentary

19. The school's curriculum meets the requirements of the National Curriculum and locally agreed syllabus for religious education. The school makes very good use of the specific skills and expertise of teachers to plan a stimulating, interesting and challenging curriculum

that promotes pupils' good learning and achievement. Careful planning ensures that pupils of all attainment levels take a full part in everything that the school has to offer. Teachers and teaching assistants provide pupils with good support and this enables them to learn well. The provision for pupils with special educational needs is good. They have good quality individual plans that have clear targets appropriate to their current needs. Pupils' progress is carefully monitored and new targets are set to ensure they reflect what pupils need to learn next. Provision for higher attaining pupils and those who are particularly able is also good. The very good links to the local Community College enable these pupils to access additional challenging experiences through attending master-classes. Teachers make effective links between subjects that encourage pupils to apply their knowledge and skills across their learning. For example, in Year 2, pupils' skills in art, English and geography are all developed well through a study of the Antarctic.

20. The school provides a rich and varied programme of enrichment experiences for all pupils that support their learning very well. Visits by local experts help to secure pupils' good and sometimes very high achievement. A very good example of this is the very good quality pottery produced by pupils as a result of working with a local potter. Pupils regularly exhibit their work in local galleries and take part in music festivals. Pupils enjoy taking part in inter-school sporting events and visits to places of interest support their learning well in geography and history. The school's residential visits provide very effective support for pupils' personal and social development, and make a good contribution to their learning in many subjects. The curriculum is significantly enriched by the very productive links with the local Community College. Teachers from the College work alongside school staff to enhance lessons in mathematics and PE, and teachers from the school, work with pupils in the College. This very good practice serves to support all teachers' professional development and pupils benefit from their improved expertise.
21. The school is successful in preparing pupils for each stage of their education very well. The very strong links with the local playgroup prepares children very well for their work in the reception class. Curriculum planning builds on skills very well and, together with the good teaching, secures effective progress from one stage of education to the next. The very strong links with Community College ensure a good flow of information about the needs of particular pupils is shared. The school provides a good personal, social and health education programme for pupils including sex, alcohol and drugs education. Pupils are involved very well in the work of the school. As a result pupils develop into confident learners who are well prepared to move on to the secondary school stage of their education.
22. Resources in the school are good. The headteacher, governors and all staff are well aware of limitations in the accommodation and work hard to ensure that these do not impact significantly on the quality of the curriculum offered. There is inadequate space for a library and books are located in different places around the school. However, pupils know where to look for books and access them easily. The good sized playing field is a short distance from the school, but pupils are keen to take part in their lessons and an insignificant amount of time is lost as they walk to it. Although children do not have unrestricted access to an outdoor play area, good planning ensures they have very many opportunities to work outside accompanied by an adult.

Care, guidance and support

Systems to ensure pupils' health, safety and welfare are very good. The school provides pupils with very good support and guidance during their time at school and involves them very well in its work and development.

Main strengths and weaknesses

- The school provides a very safe, caring and supportive environment where pupils can grow into happy confident individuals.
- Procedures to monitor and promote pupils' personal development are well developed.
- Very good induction arrangements ensure pupils settle quickly.
- Pupils feel they are consulted and there is always somebody they can talk to.

Commentary

23. Since the last inspection, this aspect of the school's work has continued to be a very strong feature that greatly supports the personal and academic development of pupils. Parents value the small family community feel of the school and appreciate that teachers and support staff provide a very safe and caring environment for their children. Older pupils demonstrate a very responsible attitude to the younger ones in their classes and around the school. The overall provision for pupils' health, welfare and protection is very good and parents are very pleased that their children are well nurtured and supported very well. Arrangements for child protection and procedures relating to health and safety have improved since the last inspection and are now carefully organised and governors take their responsibility for health and safety issues very seriously. Very good links with the local pre-school group have enabled very good induction procedures to be well established. Consequently children settle into the reception class very happily. Transfer arrangements to the local Community College for Year 6 pupils is very well managed through regular visits and joint projects with college staff. This ensures pupils' progress to the next stage of their education very smoothly.
24. Because of the small numbers in the school, teachers know their pupils very well. Consequently they are able to monitor and support pupils' personal and academic development and progress very well. In discussions with their class teacher, pupils are involved in target setting that helps them to understand the areas of their work they need to improve. The school provides very good support and guidance for all pupils. Outside agencies are involved as necessary to support pupils with special education needs. Parents speak very positively about the school and feel it treats pupils fairly.
25. Pupils say they are very happy at school and feel it is a very safe and secure place to be. They feel that staff know them well, and talk of having good trusting relationships with adults. Pupils are confident that they can turn to a member of staff if they have a problem or are unhappy and that any problems will be dealt with swiftly. Opportunities to consult with pupils and to take their views into consideration are very effectively developed. Pupils take turns to be school council representatives and speak enthusiastically about the different things such as the "buddy bench" in the playground, that have been implemented as a result of their discussions. They feel this has encouraged them to be more responsible and given them a stronger voice and more involvement in the decision-making processes in the school.

Partnership with parents, other schools and the community

Parents have very positive views about the school. The partnership with parents, the local community and partner institutions are very good and enrich pupils' learning opportunities and promote good achievement.

Main strengths and weaknesses

- The school has developed a strong supportive parent body and actively consults with them.
- Parents hold the school in high regard.
- The school is very involved in village life and has forged very good links with the local community and churches.

- The very good links with partner institutions promote curriculum development and provide enrichment opportunities for pupils.
- The current use of homework is not effective in supporting pupils' learning.

Commentary

26. The school works hard to keep parents fully informed and to provide them with opportunities to become involved in their child's education both at home or in school. This has a very positive effect on pupils' learning and their levels of achievement. Parents express a high level of satisfaction about the work of the school. They think the school is very well led and managed and find the headteacher and staff highly approachable. However, a small minority of parents expressed concerns about the school's approach to bullying whilst others had concerns about homework. The inspection team, consider that the school has appropriate procedures in place to deal with bullying but agree with comments relating to homework. The school is aware of these concerns and has identified this as an area for development in the school improvement plan.
27. General information for parents is good. Regular newsletters keep parents updated on different school activities and events. Curriculum information is provided for parents so they can see what their children will be learning at school. Various different events such as the Friday family group time and sports days are well attended by parents. Information evenings keep parents updated on new developments and important events, and parents are consulted about important issues via questionnaires. However, there are some minor inconsistencies in the annual reports provided for parents, as they do not always contain consistently reported information about pupils' targets for improvement or how their child is doing in relation to their age or against national averages.
28. Links with the local community are very good. The school is involved in many village functions and local people become directly involved in school activities. The school has strong links with local churches as a result of regular visits to the school by the clergy. A number of local businesses support the school with occasional donations or gifts. Parents offer a great deal of support by listening to reading, helping out on trips or in the classroom and undertaking various tasks around school. Parents help run extra-curricular activities such as netball and recorder clubs at lunchtimes and after school. The parent teacher and friends association is run by an enthusiastic group of parents who organise a large number of social and fund-raising activities each year. These events raise significant funds for the school and the money is used effectively to support pupils' learning through the purchase of items such as a printer, playground equipment, and new sports kit. Links with other schools are very good. There is a sports programme with neighbouring primary schools and joint annual Shakespearean workshop promoted by drama students from the Community College. Some joint staff development activities are organised by the local very active group of schools and links with Kingsbridge Community College are very well developed. These links contribute well to pupils' achievement. Activities arranged between the schools include regular visits relating to science, art, English and ICT, with mathematics master-classes for the most capable pupils. Good liaison between staff ensures the smooth transfer of pupils into Year 7.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. Governance of the school is very good.

Main strengths and weaknesses

- The headteacher provides very strong leadership and is supported very well by all other staff.
- Governors have a very good knowledge of the strengths and weaknesses of the school.
- There is a strong commitment to securing high quality teaching for pupils.
- School self-evaluation is very good.

- The professional development of all staff is very well organised.

Commentary

29. The very committed and knowledgeable governing body is able to support and challenge the school in an atmosphere of mutual respect and trust. Governors' monitoring procedures ensure they have a very good understanding of the school's strengths and weaknesses. Governor visits are welcomed by the headteacher and staff. Detailed and informed written reports are produced after each visit and governors use this knowledge very well when they make their contribution to the school improvement plan. They have a very good understanding of best value principles. For example, a key decision about the merits of leasing or purchasing computers was taken following detailed comparison of the relative benefits and drawbacks. The governors have acted on all the issues for action identified in the previous report and maintained a significant programme of further developments.
30. The headteacher has a very clear vision for the further development of the school and is supported very well by the senior teacher. They have secured good and often very good teaching through developing the skills and expertise of staff in the school and making very good use of links with the Community College. The local group of schools has also worked together to fund joint training events that help to further improve the skills of teachers. Teachers take on the leadership and management responsibility for the subject in which they specialise. They are very effective in their roles as a result of their expertise and have contributed significantly to improved standards. There is a strong sense of commitment and teamwork within the school and all staff work very hard for the benefit of the pupils.
31. The school has an acute sense of its own strengths and weaknesses. Very good school self-evaluation procedures are firmly embedded in its work. The headteacher has successfully established a culture of constructive yet critical self-analysis. The school improvement plan has a sharp focus on raising standards and assuring pupils achieve well. The school succeeds in its work because it is very clear about what it wants to do, and why, and how it will go about achieving its goals.
32. There is a strong commitment to professional development within the school. The specialist teaching and use of local experts from the Community College are good examples of this. In addition to this the governors have supported professional development for teaching assistants. They have all had training to enable them to support pupils with special educational needs. However, the specialist teaching does mean that skills in teaching across all subjects are not consistently practised by all teachers. As a result there are some variations in teachers' expertise, for example in ICT. The school is aware of the need to keep the skills of all staff sharp across all curriculum subjects.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	233,728
Total expenditure	231,990
Expenditure per pupil	2762

Balances (£)	
Balance from previous year	22,877
Balance carried forward to the next	24,615

33. The carry forward balances shown for both years contained £9,000 earmarked for building work. This has been clawed back by the Local Education Authority because at the beginning of 2002/03 the numbers of pupils starting at the school were 7 fewer, than had been expected. The school predicts that its finances will just break even in 2003/04.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

A small number of children are admitted each year into the reception and Year 1 class. Although variable from year to year, standards on entry are broadly average. Teaching is good in all areas of learning, with some significantly strong features, and this ensures that all children, including those with special educational needs achieve well. By the time they start Year 1 most children reach the expectations of the Early Learning Goals in all areas of learning and some children exceed them. Strengths in teaching that are common to all areas of learning include:

- The planning of lessons that are very firmly based on good assessment information and that children find interesting.
- The good use that is made of open-ended questions that result in children developing good thinking, and speaking and listening skills.
- The very effective use made of the skilled teaching assistants and a wide range of teaching methods to ensure children are motivated and enjoy learning.
- Teachers and teaching assistants have a very good understanding of how young children learn and ensure children learn well through structured play activities.

For one session a week the local pre-school group meet in the school, and joint activities take place with children of reception age. Shared planning of these sessions and the transfer of assessment information ensures that children feel very secure when they start full time at the school. Their learning does not slow as they do not have to get used to new surroundings and adults. Parents receive sufficient good information that enables them to take a full role in their children's learning at home. Good leadership of the Foundation Stage secures good provision with the consequence that children are highly motivated and enthusiastic about their learning. Improvement since the last inspection has been good. Children are able to develop their knowledge and skills in all six areas of learning because resources have been purchased and planning has improved. Unrestricted access to an outdoor area is not possible. However, supervised outdoor activities are a regular feature of children's work and play and good resources are used well to ensure children learn well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children receive good support that enables them to settle quickly into school life.
- Children have very positive attitudes towards their work and behave very well.

Commentary

34. Children achieve well in this area of learning and most reach the expected goals. Good teaching ensures children learn well. Very good links with the pre-school group, involvement of parents and the strong "family" atmosphere in the school ensure that children settle confidently. They are very well supported by adults and older pupils and become familiar very quickly with the day-to-day life of the school. Their confidence, and very good attitudes and behaviour are clearly demonstrated through their eagerness to ask and answer questions in lessons and the way they co-operate and negotiate with each other.

COMMUNICATION LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers plan activities that enable children to learn well.
- Children enjoy their learning because teachers and teaching assistants use very effective teaching methods.

Commentary

35. Most children reach the expected goals in this area of learning and some exceed them. All children achieve well because teaching is good and sometimes very good. A stimulating variety of opportunities are planned to ensure that children remain motivated and concentrate for extended periods of time with the result that they learn well. This was clearly demonstrated in a very good session led by a teaching assistant where reception children worked apart from the rest of the class. Using puppets they had made in a previous lesson they learned to retell the story of the "Three Little Pigs". Children developed a good understanding of story structure because the teaching assistant asked questions that enabled children to organise their thinking and sequence the events in the story. Their speaking and listening skills also improved as they discussed each event in the story. When secure in their understanding children took turns in small groups to perform the story using their puppets. The teaching of letter sounds and writing skills is well structured and ensures children learn well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Practical activities ensure children learn well.
- Activities are well organised and children learn to use a range of strategies in their work.
- Good questioning takes children's learning forward.

Commentary

36. Teaching and learning in this area of learning are good and most children reach the expected goals. Children achieve well because teachers plan a good range of practical activities and ensure that children understand and use the vocabulary of mathematics. They are paired with older Year 1 pupils at times. This organisation is effective in whole class introductions as children learn by working with older pupils how to count accurately, recognise numbers and add two numbers by counting on. When withdrawn to work on their own they confidently apply what they have learned by adding with real objects. Teaching assistants are quick to respond to children's growing understanding and confidence. They challenge them through questioning to add larger numbers and to estimate their answer before they check it through counting. Consequently children develop valuable mathematical strategies that will support their learning in later years. Good use is made of number rhymes and songs to help children understand addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The good resources and the emphasis on practical activities ensure children learn well.

Commentary

37. Children achieve well in this area of learning because teaching is good. They learn well and most reach the expected goals because good resources are used well in practical activities. As they handle a variety of toys children learn that they can be made to move in different ways. Teachers ensure that children learn the correct vocabulary to describe movement and have ample opportunity to use it in a range of situations. For example, when working on large outdoor apparatus they identify pushes and pulls as the forces that move scooters and trailers. Children respond well to the support given by adults when cutting and joining materials and as a result their skills improve.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Well-planned activities ensure children learn well.

Commentary

38. Good teaching ensures children learn well and most reach the expected goals in this area of learning. Activities are well planned and adults provide good support. Consequently children achieve well in their control over large and small objects. When colouring and using scissors children respond positively to the suggestions made by adults and this leads to good learning reflected in their improved level of skill. The school has worked hard to improve the provision made for children to develop their physical skills outdoors. Carefully planned and supervised sessions and improved resources ensure children develop good control over their large body movements. The lack of unrestricted access to the outdoor area does not significantly affect children's learning in this, or any other area of learning.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children find the planned activities interesting.
- Children are encouraged to use their imagination and this results in good learning.

Commentary

39. In the area of creative development children learn well because teaching is good. They achieve well because the activities that are planned are stimulating and varied. Most children reach the expected goals and some exceed them. The quality of some of their art work is good. Children's observational drawings show good detail and their collage work is imaginative. Basic skills are taught well and children are confident in the use of a wide range

of tools and materials. Children respond enthusiastically in role-play for example when retelling the story of the “Three Little Pigs” they used different voices to depict the different characters. Children are enthusiastic singers and show high levels of enjoyment when acting out rhymes and songs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Specialist teaching is effective and pupils' achievement is good.
- Strategies to support the specific learning needs of pupils are good.
- Pupils' thinking skills are developed well.
- The school fosters good reading habits.
- The place of homework in support of pupils' learning is unclear.

Commentary

40. Standards in reading and writing are above average in Year 2 and Year 6. These standards indicate that pupils have made good progress, as pupils in Year 2 started school with average standards, and those presently in Year 6 had below average standards in reading when they were in Year 2. The small numbers of pupils in each year group does mean that there is some variation in standards within and between year groups. However, as a result of consistently good teaching throughout the school, all pupils achieve well. This represents good progress since the previous inspection.
41. There are good strategies for supporting pupils with special educational needs and this ensures that they make good progress and achieve well. Pupils' individual plans have specific targets for improvement. Pupils are aware of these targets and work hard to achieve them. Particular care is taken to ensure that these pupils are given good support. For example in Year 2, teaching assistants regularly read with pupils during whole class quiet reading. During small group work, teachers help pupils to write down their ideas and teaching assistants provide an effective programme of work that enables pupils to learn how to spell words. Lesson planning identifies how the needs of pupils with different abilities are to be met. Teachers use questioning to challenge higher attaining pupils to think for themselves and this results in good learning. For example, in Year 6, skilled questioning enabled pupils to understand the use of figurative language in a poem describing a journey and began to make links with other stories such as the 'Pilgrim's Progress'. In all lessons, pupils of all abilities contribute well to discussions and have very positive attitudes to learning. Teachers make very good use of assessment information to plan lessons that build progressively on pupils' previous learning. Good resources are used well to motivate pupils and this results in good learning.
42. Overall, standards in speaking and listening are average in Year 2 and above average in Year 6. A feature of nearly all lessons seen during the inspection is the good use of paired, and whole class discussion to develop pupils' thinking and extend their vocabulary. Very good examples of this were observed in science where new vocabulary was introduced and explained by the teacher. In literacy, a range of effective strategies is used, such as 'word hunts' using a thesaurus to find as many words as possible to use when writing poetry. In a lesson based on a picture of Sleeping Beauty. In this lesson, a pupil described her eyes being closed 'like a book, because you know the words are inside but you can't see them'. In Year 6, a task involving the ordering of lines in a poem required pupils to share their ideas and reach an agreement. This promoted much discussion about the reasons why the lines

should be placed in a particular order. All pupils contributed confidently to the discussion, listened carefully, and valued the opinions and ideas of others.

43. Pupils enjoy reading and have good reading habits. Pupils in Years 1 and 2 have an appropriate range of skills to help them work out unfamiliar words. The structured reading programme is organised well and books are chosen carefully to ensure that the level of difficulty is appropriate for each pupil. Although books are located in different areas in the school, pupils know how find books appropriate to their current reading level. Higher attaining pupils are developing preferences for different authors and can infer meaning from text. Teaching in Year 6 provides good opportunities for pupils to develop their fluency and expression when reading to the whole class.
44. The school has opted to use teachers with specialist skills to teach literacy in Years 2 to 6. The success of this strategy is evidenced in the improvement in standards and good achievement of pupils. The headteacher is a leading teacher for literacy and good use is made of her expertise in the school. The standard of boys' writing is improving as a result of a whole school focus to develop boys' interest and enthusiasm in this area. There is a good range of writing in pupils' books. Higher attaining pupils write interesting and varied openings for stories and lower attaining pupils often write at length, such is their enthusiasm for the subject. Although spelling is generally good, some higher attaining pupils make mistakes that suggest they are not secure in their understanding of common letter patterns and spelling rules.
45. Homework is set regularly in English. The expectations for reading at home are generally understood. However, in other aspects of English there is some confusion, as pupils and parents are unclear as to what work from the "Homework Booklet" should be completed in any given week.
46. Leadership and management of English are very good. There is a clear plan for further improvement that is securely based on information gained from monitoring of the subject through the school's self-evaluation procedures.

Language and literacy across the curriculum

47. The development of language across the curriculum is a key area of development in the school and this is very good. Writing in other subject areas such as RE and history shows a good variety of styles. ICT is used appropriately to word process work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Specialist teaching in Years 2 to 6 is effective.
- Standards are good and pupils work hard and achieve well.
- The emphasis placed on problem solving and mathematical investigation results in good learning for pupils.
- Mathematics is promoted well in other subjects and linked to real life situations that provide pupils with a context for learning.
- Homework is not sufficiently well organised to support pupils' learning fully.
- Teachers and pupils benefit from very good links with the local Community College.

Commentary

48. There is some variation in the overall attainment of each individual year group because of the proportions of pupils of differing ability within each small group. Standards have improved

since the last inspection as a result of good specialist teaching and the very effective use made of assessment information and of the National Numeracy Strategy. Current standards are above average in Year 2 and Year 6. All pupils, including those with special educational needs and those identified as being very able, achieve well because the level of support and challenge they receive is well matched to their needs.

49. Pupils' enjoyment of mathematics is evident in their willingness to answer questions and their involvement in their work during lessons. They show good skills in number work, including mental arithmetic and times tables and are able to use a good range of strategies when solving problems. They are confident when explaining how they arrived at their answer. This is due in part to the strong emphasis teachers place on ensuring that pupils understand and use correct mathematical vocabulary. Pupils' learning in all aspects of mathematics is good. They use computer programs to support their learning for example when handling data and improving their knowledge and skills relating to shapes and angles.
50. Teaching is good and sometimes very good, and makes a significant contribution to the good standards achieved and pupils' confidence in the subject. Teaching of the youngest pupils is good and ensures pupils develop an interest and enthusiasm for mathematics that is built on successfully as they move into Year 2 and on through the school. In Years 2 to 6, pupils are taught by a specialist teacher whose knowledge and understanding of the subject is very good. He makes effective use of good resources, including ICT to support his teaching and pupils' learning. Lessons are well planned to meet the needs of all pupils, including those with special educational needs and those identified as being able mathematicians. Consequently pupils' learning is good. Key skills are taught well and pupils are provided with many opportunities to build on these skills when solving problems and carrying out mathematical investigations. Pupils' attention is regularly drawn to the importance and relevance of mathematics in real life. For example, they understand why architects need to know about shapes and angles. Pupils respond very positively in these lessons, as their learning has a real purpose. Pupils work hard and, by Year 6, their ability to work independently is very good. Pupils throughout the school often work together in pairs and small groups. This teaching strategy is effective and supports good learning as pupils talk about the work they are doing and solve problems through discussion and the sharing of ideas. Teaching assistants provide very good support for pupils in lessons and make a significant contribution to their good learning.
51. Homework is regularly set for pupils through the use of homework booklets. These booklets contain work that it is intended should be completed over a period of weeks. It is not clear from the booklets when pupils should complete each piece of work. This has led to some confusion amongst pupils and parents and, as a result, the use of homework to support what pupils have learned at school is not as effective as it could be.
52. Very good links with the local Community College enable teachers to work together in lessons in both schools. Pupils of above average ability are given the opportunity to attend additional classes held at the Community College which provide them with additional challenges. These very productive links benefit all pupils, as teachers develop a very good understanding of each other's work and their own teaching skills are improved.
53. Leadership and management of mathematics are very good and contribute significantly to the good standards achieved. Assessment information is monitored carefully to check pupils' progress. Teachers are quick to alter their planning of lessons to ensure any gaps in pupils' learning are addressed quickly.

Mathematics across the curriculum

54. Mathematics is integrated very well into other subjects throughout the school and serves to support the good standard they achieve. For example, pupils in Year 2 use their knowledge of angles and skills in measuring when carrying out investigations in science relating to forces

and movement. Pupils in Year 6 use their knowledge of angles when writing instructions on a computer to draw shapes.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Specialist teaching is very effective and, by Year 6, pupils' achievement is high.
- The specialist teacher has excellent subject knowledge.
- Teaching strongly promotes learning through investigation, the development of thinking skills and the application of knowledge.
- Pupils are confident learners.

Commentary

55. Good improvement has been secured since the last inspection. Standards are above average in Year 2 and well above average in Year 6. When compared to their prior attainment this represents very good achievement for all pupils.
56. The very good teaching has some excellent features. Notable strengths stem from teaching based on excellent subject knowledge. Discussion led by the specialist science teacher provokes pupils to think about complex scientific ideas. For example, Year 5 and 6 pupils talk confidently about the difference between mass and weight and apply this to how much they might weigh on the moon. Higher attaining pupils make sensible deductions about gravity on different planets. They also identify forces acting on beams such as compression and tension. Scientific theory is skilfully linked to practical investigation. Pupils confidently identify factors that need to be kept the same in order to make a scientific comparison between the different structures for a bridge.
57. In all lessons seen pupils worked in pairs for periods of time to discuss their ideas and clarify their thinking. This very effective strategy is well established and pupils use time very well to exchange views and listen to others. All views are respected and valued. As a result pupils become confident learners and willingly give long and detailed explanations for their thinking. Particular strengths in the teaching approach are:
 - Building on previous understanding and extending thinking through challenging questions that require pupils to apply knowledge and understanding.
 - Requiring pupils to explain their understanding using the correct vocabulary.
 - Very good relationships enable all pupils to contribute.
58. As a consequence of this very good teaching pupils of all abilities, including those experiencing learning difficulties and the most capable show very high levels of interest and learn very well. The science specialist also has expertise in ICT and uses it very effectively to support pupils' learning in science. For example, pupils in Years 2 and 3 use science programs to investigate the forces involved in floating and sinking, and the relationship between the angle of a ramp and the distance a car will travel. Pupils' investigative skills are developed systematically through the school and this leads to very good learning. They behave very well in lessons and work together very well.
59. Specialist teaching of science across the school is very successful as evidenced by the high levels of attainment being reached by pupils in Year 6. Assessment information is used very well to plan future lessons that successfully take pupils' learning forwards. Teaching assistants provide very good additional support in lessons for pupils of all abilities and make a positive contribution to pupils' very good achievement.

60. Very good links with the local Community College ensures that Year 6 pupils are very well prepared to move into secondary education. Leadership and management of the subject are very good and contribute significantly to the high standards achieved.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- The specialist teaching of ICT skills in Years 2 to 6 is good with some significant strong features.
- Pupils achieve well and standards are rising.
- The knowledge and skills of all teachers are inconsistent.

Commentary

61. Good improvement has been made since the last inspection. All aspects of the ICT curriculum receive sufficient attention. Significantly improved resources and the introduction of a comprehensive scheme of work ensure that pupils learn well and their achievement is good. By establishing the current good provision, a better than expected rise in standards has been secured over the last two years. Standards are now satisfactory overall in Year 2 and Year 6 and the school is in a good position to secure further improvement.
62. Pupils have a secure knowledge and understanding of key skills and they are keen to use and apply their skills in other subjects. Pupils' attitudes and behaviour in ICT lessons are very good. Pupils listen carefully to their teacher, respond willingly to questions and confidently share what they know with other pupils. They work well together and are developing the ability to criticise constructively and assess their own work. These aspects of their work make a good contribution to their personal and social development. By Year 6, pupils are confident in using ICT for research. Their ability to write programs to control an on-screen device in order to create two-dimensional shapes is satisfactory, and is an improvement since the last inspection.
63. Specialist teaching of ICT is good overall and has a positive impact on the standards achieved by pupils. This teacher has very good subject knowledge and is confident in teaching key skills to pupils of all abilities. Consequently, all pupils achieve well, including those with special educational needs and those who demonstrate above average ability in the subject. Very good links are made in these lessons to real life situations that help pupils to understand that there is a real purpose to their learning. For example, pupils in Year 6 understand the importance of being able to write complex control procedures when they realise it is these types of procedures that control modern washing machines.
64. Not all teachers in the school have the same level of knowledge and understanding in ICT. They are gaining in confidence in its use as the school has acquired appropriate resources to support their teaching and pupils' learning. The school has identified this as an area for further whole school improvement.
65. Leadership and management are very good and have been responsible for establishing the good provision, and rise in standards. Very careful research has ensured that the resources now used at the school represent good value for money whilst securing the improvements needed. Governors were fully involved in this process and are very clear about what money has been spent and the expected return in terms of improved standards.

Information and communication technology across the curriculum

66. Samples of work seen in books and on display show an improving use of ICT in other subjects. For example, pupils In Year 2 produce graphs using simple data handling programs and in Year 6 they use computers for research and to support their investigations in science.

HUMANITIES

67. Religious education was inspected separately. Two lessons were observed and pupils' work and teachers' plans were scrutinised. No lessons were observed in history and one lesson was observed in geography. No judgements can be made about the overall provision or standards in these subjects.
68. In **history** Year 2 pupils write imaginatively about what it might be like if the Romans invaded. They identify the key features of a Celtic settlement. Year 6 pupils compare Victorian times with today and describe key differences. There is appropriate use of timelines and key dates are identified. The study of history is supported well through visits.
69. In the one lesson observed in **geography** the quality of teaching was very good. The lesson was well planned to take full advantage of a Japanese student who was spending some weeks working in the school. Pupils compared and contrasted life in Japan with that in their own locality. Pupils made effective use of the Internet to research Japanese food and to help them construct menus. The Japanese student provided first hand information about life in Japan. Pupils explored many aspects of the Japanese culture including clothes, which they were keen to try on. This style of teaching promotes independent good quality learning and as a result pupils achieved well.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are above average in Year 6.
- Discussion is used well in lessons and results in good learning.

Commentary

70. Evidence from lessons observed, assemblies, talking to pupils and looking at their work indicates that standards are in line with expectations of the local syllabus in Year 2 and above expectations in Year 6. Teaching in Year 2 develops pupils' understanding of special meals and links this to the 'Passover' supper. Pupils talk about the particular meaning behind the breaking of bread and the drinking of wine. In their writing Year 2 pupils demonstrate a sensitive response to feelings and values based on stories from the Bible. In Year 6, pupils explore why Jesus is important to some people and this develops their thinking about personal and spiritual issues. Samples of work show pupils have a good understand of Bible stories. They write clearly about their ideas of faith and the different interpretations of sayings from the Bible such as 'I am the bread of life' and 'I am the light of the world'. The written sample includes detailed study of Hinduism with careful development of vocabulary through the identification of key words. Pupils' knowledge and understanding of Hinduism was well supported by the input of a Hindu visitor. Regular visits to the school by the local clergy from churches in the village help pupils to gain a good knowledge and understanding of Christianity.
71. Overall, the quality of teaching is good. Strategies to promote learning are imaginative. Good use is made of the local vicar to promote discussion. Teaching assistants are deployed effectively to support the writing of lower attaining pupils. Pupils listen carefully and express views confidently in whole class discussions. They have very positive attitudes about the

subject. The effective use of discussion promotes good understanding in responding to questions about meaning and purpose from religious belief.

72. Plans and pupils' work shows that the requirements for RE are being met. At the time of the previous inspection provision was judged to be good. This is still the case; therefore progress since the previous inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. During the inspection it was possible to observe one lesson in design and technology and one in physical education. No lessons were observed in art and design or music. Therefore no judgements can be made about the overall provision or standards in any of these subjects. However, discussions were held with pupils and their work and teachers' plans were scrutinised.
74. **Art and design** has a very high profile in the school and pupils say that it is their favourite subject. From the work seen it is likely that overall standards in art and design are high. Very good links with the community make an extremely positive contribution to pupils' experiences in this subject. The school is very successful in competitions and regularly exhibits pupils' work in art galleries in Kingsbridge and Exeter. The school received an outstanding achievement award from the South West Fine Arts Academy in 2003, and was invited to produce large-scale paintings to decorate Exeter Cathedral for the Queen's Jubilee celebrations. These achievements are a further indication of the high quality of pupils' work. Working with artists is a regular feature of the school's provision. For example all pupils in the school benefited from the input of Susan Luker, an expert in Raku pottery. Drawing inspiration from local woodland, they designed and made pots of a very good quality. Pupils make very good use of sketchbooks to practise skills and develop ideas for their work. They evaluate their own and each other's work and regularly collaborate on large-scale pieces. They study the work of a wide range of artists to support their knowledge and understanding. Art and design makes a good contribution to pupils' spiritual, cultural and social development. Effective links are often made between art, ICT and design and technology.
75. Pupils work in **design and technology** is well planned. In the lesson observed, pupils in Year1 used what they had learned in a previous lesson to create a teddy with moving arms. Pupils are taught the making skills they need in a systematic way. As a result, pupils become increasingly skilled at using tools and materials in the products they make. Good use is made of design guide sheets to help pupils understand the designing and making process. By Year 6, pupils demonstrate a good level of understanding and investigate existing items, generate designs and modify their own products to meet changing requirements. Pupils' designs are imaginative and constructed and finished to a good standard. Very effective links are often made to other subjects such as science, geography and English.
76. Throughout the school **music** is taught by a specialist teacher. Pupils enjoy singing and playing instruments. They regularly enter competitions and perform at local community events. At clubs run by a parent, pupils have the opportunity to learn to play the recorder. Peripatetic music tuition is offered to pupils who wish to learn to play other instruments such as the clarinet. Pupils have regular opportunities to listen to music from around the world and this supports their appreciation of other cultures. Resources for music are good.
77. Discussions with the subject leader for **physical education** and the local schools' sports co-ordinator show that the school sees this subject as an important and developing area of the curriculum. Pupils walk to a nearby field to take part in outdoor games activities. In the lesson seen, the teaching of hockey was good with some very good features. Teachers show very good subject knowledge. The warm up session was well paced and the range of activities that followed developed pupils' skills well. Higher attaining pupils made particularly good progress because they were given very good direction from the teacher about body

position and the use of the hockey sticks. Pupils showed above average skills and achieved well. Planned developments for the subject are comprehensive with a significant training

programme run within the local group of schools. Pupils from the school take part in local tournaments and there is very good after school provision. Despite having to walk to the games field, resources overall are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. Only part of one lesson was seen in this area of the school's work so no judgement is made about overall provision. The planned curriculum is good. Pupils' personal, social and citizenship skills are the focus of dedicated lessons. Aspects such as healthy eating and drugs awareness are given additional coverage through subjects such as science. Overall, the programme is well planned and encourages pupils to take responsibility for their own actions, gain independence and be supportive of others. In the short part of the lesson observed pupils in Year 2 discussed the difference between breaking things and breaking friendships. Pupils sat attentively in a circle and made thoughtful contributions to the discussion. They took turns in speaking and listened carefully to each other.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).