

INSPECTION REPORT

Yeo Valley Primary School

Barnstaple

LEA area: Devon

Unique reference number: 113178

Headteacher: Mr S C Marsden-Doe

Reporting inspector: Stephen Dennett
13712

Dates of inspection: 04/06/01 to 07/06/01

Inspection number: 192833

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

© Crown copyright 2001

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
School address:	Derby Road Barnstaple Devon
Postcode:	EX32 7BT
Telephone number:	01271 375429
Fax number:	01271 325214
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Venner
Date of previous inspection:	27/01/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13712	Mr S Dennett	Registered inspector	Art Information and Communication Technology	What sort of school is it? The school's results and achievements. How well is the school led and managed? What the school should do to improve further.
11564	Mrs J McKay	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31975	Mrs K Andrews	Team inspector	Religious Education Foundation Stage	
13307	Mr I Hancock	Team inspector	Mathematics History	Pupils' attitudes, behaviour and personal development.
20326	Mr P Clark	Team inspector	English Music Equal opportunities Special educational needs English as an additional language	
31996	Mrs G Phillips	Team inspector	Science Design and Technology	
22704	Mr G Williams	Team inspector	Geography Physical Education	How good are curricular and other opportunities?

The inspection contractor was:

Evenlode Associates Ltd.
6 Abbey Close
Alcester
Warwickshire
B49 5QW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division

The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Yeo Valley Community Primary School provides full time education for 344 pupils, 165 boys and 151 girls. At the time of the inspection there were 80 children under the age of five. Twenty-eight were attending full time in the Reception classes and 52 children were attending the nursery on a part-time basis in two sessions. The majority of pupils are from a white UK background, although a small minority have an Asian cultural heritage. A few pupils are of white non-UK origin. Nineteen pupils speak English as an additional language, which is a higher proportion than most schools. The social and economic circumstances of pupils are mixed, but a significant number come from backgrounds that are relatively unfavourable. Thirty five per cent of pupils are entitled to free school meals, which is above average. Pupils enter the school with levels of attainment that are generally below average, although the composition of each cohort varies from year to year. At present around 20 per cent of pupils are on the school's register of special educational needs, which is about average. However, the proportion of pupils with statements of special educational needs, 2 per cent, is above average. Most special needs are related to moderate learning difficulties, although a small number of pupils have learning difficulties in the autism spectrum. A few pupils are also on the register because of emotional and behavioural difficulties.

HOW GOOD THE SCHOOL IS

The school has been through a number of financial and staffing difficulties recently, which has adversely affected the quality of education provided. However, overall the school provides an acceptable level of education and has a number of good features as well as some significant weaknesses. Standards are improving from a low base, especially in English and information and communications technology. The quality of teaching is generally satisfactory and in some lessons, very good or excellent. Pupils' attitudes and behaviour are good and this has a positive impact on learning. Although there are weaknesses in the management of the school, steps have been taken to broaden the involvement of key staff in the running of the school. Overall, the school provides satisfactory value for money.

What the school does well

- Standards in design and technology and personal, health and social education are above the expected level at both key stages.
- Pupils' attitudes and behaviour are good throughout the school.
- There is good provision for extra-curricular activities and this has a positive effect on pupils' learning.
- Provision for pupils' personal development is good, especially their moral and social development.
- Provision for pupils who speak English as an additional language is good and they make good progress in their learning.
- The community makes a positive contribution to pupils' learning.

What could be improved

- Standards in English and mathematics throughout the school and in science and history at Key Stage 2.
- The provision for children in the Foundation Stage.
- The use of assessment to inform planning and to provide pupils with tasks well matched to their needs.
- Aspects of the management of the school, especially the involvement of governors.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a satisfactory improvement in the work of the school since the last inspection in 1997. Appropriate steps have been taken to address the key issues raised at that time and most have been fully addressed. The school has been very successful in raising standards in information and communications technology, which are now satisfactory overall and continue to improve. At the time of the last inspection, standards were low. Standards in pupils' personal, social and health education have improved significantly, from unsatisfactory to good.

There have been improvements in the monitoring of teaching and learning, especially in English, mathematics and science, although there has been some disruption recently due to staffing difficulties. In many classes there has been an increase in the level of challenge given to all pupils, but this is variable and there is still a need for further improvement. The quality of assessment systems has improved considerably since the last inspection, but the use of assessment information is still unsatisfactory and remains a key issue. There have been some significant improvements in other areas of the school's provision since the last inspection. Standards have improved in English and design and technology, and there have been improvements in aspects of other subjects. In core subjects, the trends are all upward and standards are improving at a faster rate than the national trend. There have been improvements in the provision for pupils with English as an additional language and these pupils are now making good progress.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	D	E	E	well above average A above average B average C below average D well below average E
mathematics	D	E	E	D	
science	C	C	E	D	

The table above shows that standards in English were well below the national average and in comparison to schools with a similar number of pupils entitled to free school meals. In mathematics, standards were well below the national average and below the average for similar schools. Standards in science were also well below the national average and below the average for similar schools. Children enter the school with levels of attainment that are below average and by the time they are five achieve the Early Learning Goals in all areas except their physical development. At the end of Key Stage 1, standards are well below average in reading, writing and mathematics. However, standards have improved at Key Stage 1 since the last inspection in 1997 and a preliminary analysis of the 2001 test result indicates that this improving trend is continuing. At Key Stage 2, the trend since 1997 has been upward, and the school's national curriculum points for all subjects have been above the national trend. Indications from the 2001 test results show there have been continued improvements in all three core subjects. Observed standards in speaking and listening are below average at both key stages. Standards in writing are close to average at Key Stage 1, but below average at Key Stage 2. Standards of reading are close to average. Overall in English, pupils are making satisfactory progress in relation to their prior attainment. Standards in mathematics are below average at both key stages, but pupils are making at least satisfactory progress in relation to their prior attainment. Standards in numeracy are improving rapidly in Year 2. In science, standards are in line with the national average at Key Stage 1, but below average at Key Stage 2. Pupils achieve satisfactorily in science at Key Stage 1, but achievement at Key Stage 2 is unsatisfactory. Standards in design and technology are above the expected level throughout the school and pupils achieve well. In art and design, geography, music, and physical education, standards are in line with the expected level at both key stages and pupils' levels of achievement are satisfactory. Standards in history are at the expected level at Key Stage 1, but at Key Stage 2, standards are below expectations and pupils' levels of achievement are unsatisfactory. Standards in religious education meet the requirements of the locally agreed syllabus at both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes and generally work hard. They take part in lessons with enthusiasm and are interested in what they are

	doing.
Behaviour, in and out of classrooms	Pupils behave well in lessons and around the school. This good behaviour has a positive effect on pupils' learning and contributes significantly to the positive ethos of the school.
Personal development and relationships	Pupils' personal development is satisfactory overall, although some pupils do not realise the impact their actions have on others. Opportunities for independent learning are limited in some classes.
Attendance	Attendance is satisfactory overall.

TEACHING AND LEARNING

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

The quality of teaching and learning is satisfactory overall. Teaching was excellent in one per cent of lessons seen, very good in 13 per cent, good in 36 per cent and satisfactory in 36 per cent. In 13 per cent of lessons, teaching was unsatisfactory and in 1 per cent was poor. Some unsatisfactory teaching was attributable to temporary teachers. The teaching of English and mathematics is satisfactory overall, as standards are improving and pupils are achieving appropriately. The same applies to the teaching of literacy and numeracy. Good teaching is characterised by high expectations, effective classroom management and good control of pupils' behaviour. Where teaching is good, pupils make good progress in their learning. Where teaching is weak, insecure behaviour management means that pupils make little or no progress in their learning. In addition, in several unsatisfactory lessons, tasks are not well matched to the needs of pupils and this leads to frustration for some and boredom for others. The school meets the needs of all pupils appropriately and provision for pupils with English as an additional language is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum provided is satisfactory overall. However, the curriculum for children at the Foundation Stage is unsatisfactory. There is good provision for extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory overall. They receive good support from the special needs co-ordinator.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good. They are supported well by teachers and visiting staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development, especially for their moral and social development. Resources for pupils' multicultural education are limited and opportunities for developing spiritual awareness in lessons are sometimes missed.
How well the school cares for its pupils	The school cares for its pupils appropriately. The monitoring of pupils' academic performance is satisfactory overall. There are good procedures for promoting good behaviour.

The school has good links with parents and parents have positive views of the school. Parents are provided with regular information and the annual reports on their children's progress are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Although the headteacher provides satisfactory leadership for the school, there are weaknesses in the management of the school by senior staff. The allocation of responsibilities is inequitable. The contribution of staff with management responsibilities is variable and some subjects currently lack co-ordinators.
How well the governors fulfil their responsibilities	The governing body fulfil their statutory responsibilities adequately and the chair of governors is very active in supporting the school. However, other governors are not so involved and have an insecure knowledge of the school's strengths and weaknesses. As a consequence, the governors' role in shaping the direction of the school is unsatisfactory.
The school's evaluation of its performance	The school has undertaken some detailed analysis of its performance and used this to set appropriate targets. It has been limited in the effectiveness of its strategies by staffing difficulties.
The strategic use of resources	The school's use of strategic resources is satisfactory. It faces a significant deficit due to expenditure beyond its control.

The accommodation is satisfactory overall, but the external huts are of a poor quality and inhibit learning. They are unsuitable for practical lessons, and in the summer, temperatures rise to very high levels, making concentration difficult. Resources are satisfactory overall and the school benefits from a well-stocked library and well-equipped computer suite. Both these facilities have a positive effect on pupils' learning. The school provides satisfactory value for money.

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 school is very sympathetic with parents who are experiencing difficult circumstances. Teachers take the time to resolve difficulties and keep parents informed of progress effectively. There is a very good range of lunchtime activities. Teachers are very hard working and do all they can to help pupils. 	<ul style="list-style-type: none"> Homework is not given consistently and is not enough for older pupils. There appears to be some favouritism in the school, with some staff getting more support from the management than others. Pupils are deprived of mid-morning snacks as a punishment for misbehaviour.

The inspection team agrees with the positive comments made by parents. In response to those items which parents would like to see improved, the team offers the following comments. Homework makes a satisfactory contribution to pupils' learning. It provides better support in some subjects than others. Evidence from the scrutiny of work shows that there has been some inconsistency in the use of homework, especially in classes where there has been a significant turnover of staff. There are weaknesses in the management of the school and there is some inequality in the allocation of staff management responsibilities, however, there is no evidence of favouritism. Senior management supports staff appropriately and systems for behaviour management are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with levels of attainment that are below average. They make satisfactory progress and by the time they are five, they achieve the early learning goals for the Foundation Stage, although there are some weaknesses in their physical development.
2. In the 2000 Key Stage 1 national tests, standards were well below compared to the national average in reading. In comparison with schools with a similar number of pupils entitled to free school meals, standards were below average. Standards in writing were well below compared to the national average and in comparison with similar schools. In mathematics, standards were well below compared to the national average and those found in similar schools. Although these figures were disappointing, there has been an improvement in results in reading, writing and mathematics since the last inspection in 1997. Preliminary analysis of the most recent tests in 2001 indicates that this improving trend is continuing.
3. At Key Stage 2 in the 2000 national tests, standards were well below average in English, mathematics and science. In comparison with similar schools, standards were well below average in English and below average in mathematics and science. This represents a similar picture to the 1999 test results in mathematics, but a decline in standards in English and science. However, since the last inspection, the trend in the school's average national curriculum points for all subjects has been above the national trend. Indications from the 2001 test results show that there has been an improvement in English, mathematics and science.
4. Observed standards are below average overall, although in real terms, there has been an improvement in standards since the last inspection. In English, standards in pupils' speaking and listening skills are below average at both key stages. Reading is generally developed well and by age seven and eleven, pupils achieve standards that are broadly average. Standards of writing are variable, and generally below average. However, pupils make good progress in Year 2 and by the end of Key Stage 1, standards are close to average. In this respect, pupils achieve well in relation to their prior attainment. Although standards of writing are still below at the end of Key Stage 2, the school's strategies for improving writing are taking effect and pupils are making satisfactory progress in their learning. They also achieve appropriately in relation to their prior attainment. Standards in mathematics are below average at both key stages, but pupils are making at least satisfactory progress in relation to their prior attainment. At the end of Key Stage 1, pupils are making good progress. Standards in numeracy are improving rapidly in Year 2 and steadily elsewhere in the school. In science, standards are broadly average at Key Stage 1 and pupils are making good progress in relation to their prior attainment in Year 2. However, at Key Stage 2, progress is unsatisfactory and standards are below average by the end of Year 6. Pupils do not achieve as well as could be expected and they have insufficient opportunities to develop their investigative skills.
5. Standards in the other subjects of the curriculum are generally close to those expected nationally. In art and design, pupils make satisfactory progress and achieve the expected levels at both age seven and age eleven. Pupils achieve well in design and technology and standards are above the expected levels at the end of both key stages. This is an improvement since the last inspection, where standards were broadly in line with the national expectations. Standards in geography are average throughout the school and pupils are making satisfactory progress overall. In history, standards are satisfactory at Key Stage 1 and pupils are making satisfactory progress in Year 2. However, progress is unsatisfactory at Key Stage 2 and standards are below the expected level by the end of Year 6. This is not as good a picture as last time, when standards were close to national expectations. Standards in information and communications technology have improved significantly since the last inspection and are now close to the national expectations at both key stages. Standards in music and physical education are generally in line with expected levels throughout the school and pupils are making satisfactory progress. In religious education, pupils

- make steady progress at both key stages and attain standards that meet the requirements of the locally agreed syllabus at age seven and eleven.
6. Overall, pupils with special educational needs (SEN) receive satisfactory support to meet their individual needs and most make appropriate progress in developing their literacy skills which are the main focus of their individual education plans (IEPs). In Year 2, clearly focused support linked to detailed targets for each individual pupil is reflected by good progress in relation to pupils' prior attainment. Individual education plans are generally clearly written indicating specific targets broken down into measurable steps.
 7. Pupils with English as an additional language [EAL] receive generally good levels of support and these pupils make good progress when given additional adult support. Work for this group is not always identified in class teachers' planning, therefore pupils who show higher attainment potential do not always make the progress of which they are capable in subjects other than English.

Pupils' attitudes, values and personal development

8. This aspect of the school was reported on favourably at the time of the last inspection. The school has maintained good standards in pupils' attitudes to learning and behaviour and their personal development is satisfactory. These positive features have a major impact on the quality of learning. Attitudes and behaviour are significantly and directly related to the quality of teaching in individual lessons.
9. Children at the Foundation Stage are very well behaved, they concentrate for long periods and are knowledgeable about the daily routines of the classroom. They are confident and caring of each other, enter into discussion freely and eagerly and listen attentively. They enjoy practical activities and play and work together well. Children take turns appropriately and are excited by their learning, both in indoor and outdoor activities. During the inspection, when some new equipment was used for the first time, they played safely and sensibly.
10. At Key Stages 1 and 2, attitudes are good. Pupils enjoy coming to school. Most pupils are well motivated and concentrate for sustained periods. They listen carefully to teachers and each other. The majority of pupils are interested in their work and happy to talk about it with others. However, where teaching is unsatisfactory, pupils' attitudes are less positive, especially when there are low expectations by the teacher and a slow pace to lessons.
11. Behaviour in class and around the school is generally good. Ninety five per cent of parents responding to the questionnaire feel that behaviour in the school is good. Most pupils move around the school in an orderly manner, with respect for other people. They look after their own classrooms and take responsibility for keeping them tidy. The majority of pupils are courteous. They respond well to the school's rules and the recently revised behaviour policy. There have been no recent exclusions. Pupils are not concerned about bullying and no aggressive behaviour was observed during the inspection. Pupils are confident to approach adults if they have concerns.
12. Personal development is satisfactory overall. Pupils are given good opportunities to take responsibility from an early age. They are willing to help and act as monitors for various duties. Older pupils help younger children with reading. 'School Assistants' from different age groups are easily recognised by their yellow bibs and take their responsibilities seriously. They help to make playtimes and lunchtimes a rewarding experience for all. However, there are limited opportunities provided for pupils to organise their own work or act on their own initiative to develop the skills of independent study. Relationships are satisfactory overall and pupils work well collaboratively when required. Most pupils show an appropriate respect for the feelings, values and beliefs of others.
13. Pupils with special educational needs have good self-image and display a positive attitude to school and their work. Pupils who have English as an additional language have very good attitudes to their learning. They listen well and show good levels of concentration and interest in their work. Pupils of all ethnic groups are well integrated and there is no evidence of racism, bullying or oppressive behaviour throughout the school.

14. Attendance is just below the national average, but satisfactory overall. This is a similar picture to that found by the last inspection. The below average attendance is largely caused by a small number of families who, in spite of the intervention of the Educational Welfare Officer, continue to stay away from school. A number of families also continue to take holidays during term time. The school regularly reminds parents through the weekly newsletters of the importance of regular and punctual attendance on the attainment and progress of its pupils.
15. Awards are presented for full attendance and 35 pupils gained these certificates last year. The majority of pupils come to school on time, and registers are completed quickly enabling a prompt start to be made to lessons.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory overall, although there is some significant variation in the quality of teaching, which ranged from excellent to poor during the inspection week. In lessons seen, one per cent of teaching was excellent, 13 per cent very good, 36 per cent was good and 36 per cent satisfactory. However, a number of lessons fell below these relatively good standards, with 13 per cent unsatisfactory and 1 per cent poor. It should be noted that the school has been through some marked difficulties with staffing and there were a number of temporary teachers on the staff at the time of the inspection.
17. The quality of teaching for pupils at the Foundation Stage is satisfactory overall. However, again, the quality is variable, with consistently good practice being observed in the nursery class, but weak lessons being observed in the Reception classes. Where teaching is good in the Foundation Stage, they make good progress in acquiring basic skills and the majority achieve the early learning goals by the time they are five. There are, however, weaknesses in the planning of lessons in Reception and assessment information is not generally used effectively to adjust planning to the needs of children.
18. The teaching of English is satisfactory overall, as there are marked signs of improvement at both Key Stages. The quality of teaching in Year 2 is good, and this is having a positive impact on standards in reading and writing. The picture is similar in mathematics, where good teaching at the end of Key Stage 1 is having a positive impact on standards. The quality of teaching is satisfactory overall because of the levels of improvement, but there are weaknesses in the match of lesson content to the needs of the curriculum in some classes. In science, teaching is good in Key Stage 1 and pupils are making good gains in learning, especially in Year 2. Teaching is just satisfactory overall at Key Stage 2, as there is good practice in Year 6, which is beginning to bring about an improvement in standards.
19. The quality of teaching overall is much the same as at the time of the last inspection, although the percentage of very good and excellent teaching has doubled. However, there is a slightly higher percentage of unsatisfactory and poor teaching than last time. Good teaching is characterised by high expectations, effective classroom management and good control of pupils' behaviour. Where these conditions are found, pupils make good progress in their acquisition of skills, knowledge and understanding. Teachers generally have satisfactory subject knowledge and plan interesting lessons. Where teaching is effective, pupils concentrate well and put a great deal of effort into their learning. For example, in one art and design lesson in Year 4, the teacher's good subject knowledge ensured pupils had a solid grasp of abstract design principles. As a consequence, they concentrated well, made good progress in their learning and produced high quality work at the end of the lesson. Where teaching is weak, insecure behaviour management means a minority of pupils with challenging behaviour distract the majority who want to learn. Occasionally this can also lead to potentially dangerous situations, as for example, when pupils in a poor music lesson threw their instruments across the room. In a number of unsatisfactory lessons, tasks are not well matched to the needs of individual pupils. This results in frustration for some pupils and boredom for others. Most teachers make appropriate use of time and resources. Teachers use support staff appropriately, although in some practical lessons seen, the lack of a teacher's assistant had a detrimental impact on the quality of learning. Homework is used well in Key Stage 1 to support

- learning, but at Key Stage 2 practice is more variable and the impact of homework is only satisfactory overall.
20. The quality of pupils' learning is satisfactory overall. They show appropriate levels of interest and concentration in most lessons. Where teaching is good, they are able to work well independently, as for example in an information and communications technology lesson in Year 6, where pupils worked effectively on their own and in pairs to produce advertisements. However, pupils generally have too few opportunities to work on their own projects and consequently have inadequately developed study skills. There is an inconsistency in the way in which teachers share learning objectives with pupils. Where this is done effectively, pupils are developing a good knowledge of their own learning, but in other classes, a lack of clear objectives means pupils do not understand what they should know or be able to do.
 21. The quality of teaching for pupils with special educational needs is generally satisfactory in class lessons and, in sessions where they are withdrawn for individual support, teaching is good. In English, teachers meet the needs of pupils well, providing appropriate activities and very good classroom support. Classroom assistants play an important part, especially at Key Stage 1, and ensure that pupils with special educational needs benefit from activities and make good progress. In some class lessons, for example science and geography, pupils with special educational needs complete the same work as other pupils when an easier task would have assisted better learning. Work in these lessons is sometimes planned by the class teacher without direct reference to a pupil's targets set in individual education plans and this restricts progress.
 22. The quality of teaching for pupils who have English as an additional language is good. In most literacy lessons tasks are suitably planned to meet the specific language needs of pupils. However, this is not so well planned in other subjects across the curriculum, such as mathematics and science, where wordbooks and lists of key subject vocabulary are not generally available to support their writing.

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

23. Since the previous inspection there have been some improvements to the curriculum. For example, provision for information and communications technology has improved whilst in other areas there are minor deficiencies. The curriculum is broad and balanced overall, but in science and history there are examples of unnecessary repetition of work so that challenge is lacking the second time around. In art there are limited opportunities to work in the style of other artists or opportunities to experience large-scale drawing. The quality and range of learning opportunities, with the exception of those identified, are satisfactory and sufficient time is allocated for each subject being taught, with the exception of religious education in upper Key Stage 2.
24. An appropriate curriculum for children in the Foundation Stage is not in place and does not therefore, always provide the quality and range of opportunities required to prepare children effectively for the next stage in education. Planning is under-developed and does not reflect the nationally revised curriculum for this stage of education. Appropriate attention is given to children's personal, social and emotional development, communication, language and literacy, mathematical and creative development. However, there are no outdoor learning opportunities provided and curriculum provision for children's physical development is unsatisfactory overall.
25. The school has begun to adopt many of the national guidelines into their own schemes of work and this has improved the quality of whole-school planning. There are some useful cross-curricular links and these are being built into subject documents slowly and systematically, for example, the personal, health and social education document. However, this practice has not yet had time to bed in and is currently under-developed, particularly with information and communication technology.
26. The implementation of the National Strategies for Literacy and Numeracy is generally effective and provision overall is satisfactory. Teachers find the national strategies useful and they provide a clear framework for teaching and are helping to raise standards. The school satisfactorily promotes the intellectual and physical development of pupils at both key stages, although practice is variable.

- Some teachers carefully consider approaches to improve discussion skills by improving their speaking and listening skills, whilst others do not.
27. The school provides a good number and range of extra-curricular activities for its pupils. Although no actual judgement was given about them in the last inspection, evidence suggests an improved picture. They include such activities as netball, football, tag rugby, cricket, tennis, badminton, recorder and a homework club. Pupils go on a number of visits and pupils from Year 2 to Year 6 given appropriate residential opportunities. These activities are available to all pupils and the take up rate, including the residential visits is in excess of eighty per cent. This is a strength of the school.
 28. Provision for pupils' personal, social and health education is good. The school has recently introduced a policy and scheme of work and this represents very good progress since the last inspection. The guidelines provided by the co-ordinators are detailed and provide sufficient information and strategies to ensure full coverage of all aspects and provide appropriate continuity and progression in pupils' learning. The school uses its links with the community well to support teaching. For example, a community police officer regularly gives talks to pupils about personal safety and supports the drug education programme. During the previous inspection, sex education was identified as a key issue. This situation has been resolved and the school now has an appropriate sex education policy, taught by teachers and well supported by the school nurse. The guidelines contain suitable information on citizenship, which can be dovetailed into other subject areas.
 29. The provision for pupils with English as an additional language is good. Both teaching and support staff are deployed where they are most effective in helping pupils, particularly in the infants. Planning, for the specific needs of English as an additional language pupils, is generally good within the literacy hour and work is suitably modified to meet their specific language needs. Pupils with English as an additional language are supported well in their personal development. The English as an additional language co-ordinator successfully maintains good clear records of pupils' progress and these effectively feed into other whole school assessments in English. The school is aware of the need to develop still further the analysis of pupils' achievements by ethnicity in relation to results achieved in national tests.
 30. The school is socially inclusive, ensuring a quality of access and opportunity for all pupils in its planning. Pupils with special educational needs and those with English as an additional language are successfully integrated into groups within the classroom and are appropriately included in any additional activities provided by the school.
 31. The school makes good use of the community to support pupils' learning, for example their links with a local international English school, and the local mill, which they use as a learning resource. Pupils from the school have benefited by gaining pen friends with a school in Hungary and by sending regular e-mails. The grandparents of a pupil also recently donated a printer and scanner to the school. Local businesses support school events, including local supermarkets. The school is very much part of the community and regularly takes part in town activities such as church services, Ilfracombe Victorian Day, and recently playing the drums during the inauguration of the town mayor. Pupils are taken on regular visits outside school, often in conjunction with their curriculum work, and there are many photographs in school of these visits, such as orienteering in local woodlands. There are regular visitors to the school such as puppeteers, authors, and storytellers. Older children are taken on a yearly residential trip, and the local Community Policewoman holds cycling proficiency lessons in school.
 32. The school has close ties with local playgroups, and with the local comprehensive schools. When spoken to during the inspection, older children were confident about moving onto the next phase of their education, following recent visits to their new schools. Children from the school sing to senior citizens at Christmas, and all of these links have a beneficial effect on pupils' learning and understanding of their place in the community.
 33. The overall provision of pupils' spiritual, moral, social and cultural development is good and has improved since the last inspection. Satisfactory provision is made for the spiritual development of pupils. Spiritual development is promoted appropriately through daily acts of collective worship

and in religious education lessons. Collective worship is planned effectively and takes place in a quiet respectful atmosphere. Pupils have the opportunity for prayer and to engage in quiet reflection. The school has strong links with the local church, whose representative regularly visits the school and occasionally lead assemblies. Pupils have the opportunity to visit the local church including at Christmas time for the annual carol service. They learn the values of the Christian faith and worship is predominantly Christian, but pupils have the opportunity to learn of other faiths as part of the agreed syllabus. However, there are insufficient planned opportunities across the curriculum to promote spiritual awareness and opportunities are often missed to give pupils a sense of awe and wonder.

34. Good provision is made for pupils' moral development. High priority is given to equipping pupils as with a clear set of moral values. This high expectation is reinforced by routine classroom practices and the consistent application of the recently reviewed behaviour policy, together with explicit moral teaching in lessons and assemblies. The school is active in helping pupils develop a good understanding of citizenship by the successful introduction of school assistants where pupils of different ages help lunchtimes and break times become a more rewarding experience for all pupils. The teaching and non-teaching staff provide pupils with good role models and encourage them to behave well, to show consideration to others and to develop a clear understanding of the difference between right and wrong.
35. Good provision is made for pupils' social development. It is enhanced effectively in everyday interactions between adults and pupils. The promotion of values such as friendship and caring for others forms an important part of school life and each year pupils are encouraged to raise funds for children's charities such as the NSPCC. Pupils are encouraged to work well together in class and play amicably in the playground. A wide range of extra-curricular activities is well supported and greatly enhances pupils' social development. It is also effectively promoted in the many visits organised, including day and residential trips.
36. Provision for pupils' cultural development is satisfactory. The school arranges visits to local places of interest, including the Victorian Day at Ilfracombe and the local museum and theatre. Regular visitors include authors and artists who provide worthwhile activities to develop pupils' cultural awareness. Pupils acquire some knowledge and understanding of other cultures by studying world religions as part of their religious education programme, but opportunities for multi cultural development are unsatisfactory. Insufficient attention is given in many subjects such as art and music to making pupils aware of the rich diversity of cultures within the wider community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The statutory procedures for child protection are in place. All staff in school are well aware of their responsibilities in this area, and the services of the school nurse, school doctor, and educational welfare officer are effectively used, in addition to various support agencies that regularly visit the school. Most staff are currently awaiting first aid updating or training.
38. Procedures for assessing pupils' attainment and progress are satisfactory overall. In English and mathematics, procedures for assessing pupils' attainment are developing well. The school has in place a variety of appropriate formal procedures to monitor progress, assess attainment and assist in target setting. Formal assessment tests are undertaken for pupils from Year 1 to Year 6 and appropriate records are kept for classes, groups and individuals. Other than the SATs tests in science at Year 2 and Year 6, no other formal tests are conducted. However, the school has recognised this and is to address the situation by establishing its own tests based on curricular requirements with regular reviews from all staff. The school has yet to develop formal procedures for most other subjects of the National Curriculum and this has allowed some under-achievement in subjects. However, in design and technology, information and communications technology and physical education, for example, some formal assessments are being undertaken and these are having a positive effect on raising standards, particularly where this information is used effectively by curriculum co-ordinators.

39. The use of assessment information to guide teachers' planning is unsatisfactory. Consequently, in some instances, groups of pupils are insufficiently challenged whilst others find work too difficult. Teachers are beginning to compile evidence to substantiate what pupils have learnt and the skills they have developed and to keep records of their attainment in the national and optional tests. However, the tracking of pupils is still in the early stages of development. The management team for assessment is aware of what needs to be done and is to address the issues to coincide with the dovetailing of previously used schemes of work to using national guidelines. A key issue from the last inspection was to develop and implement whole-school assessment and recording procedures that would inform and support curricular planning and ensure appropriate progression in pupils' learning. In terms of assessment and recording procedures this has been achieved to a satisfactory level, but the use of the data gathered is as yet not sufficiently established to impact sufficiently on pupils' learning.
40. Although teachers provide caring guidance and support for their pupils on a day-to-day basis, there are currently few procedures for monitoring pupils' personal development. The school acknowledges this and is to continue to develop the system recently adopted to record pupils' achievement, behaviour and attitudes using information technology. Teachers are beginning to set personal targets for pupils, but opportunities to involve pupils in this process are inconsistent across the school. The school has developed a new policy for personal and social education, which is good. They use circle time to promote this area, which is developing well.
41. Parents feel that the school cares for pupils very well. The good relationships that exist between members of staff, governors and support staff, act as a positive role model for pupils. All staff know their pupils well, and are responsive to their needs. During the inspection pupils were generally well behaved, and acted with courtesy to visitors. They were also eager to talk about their lives and their work in school, in particular being given extra responsibilities for instance by acting as monitors. Accident and fire drill records are up to date, and when spoken to during the inspection, pupils were clear of exactly what to do in the event of a fire. Parents are informed in the case of illness or accidents. The school follows local authority procedures for health and safety. The site manager and governing body are involved in this aspect of school life, and regular risk assessments take place. However, during the inspection a number of health and safety issues were brought to the attention of the governing body. Staff are aware of those pupils with specific medical needs such as food allergies or asthma. Lunchtimes are well supervised, although lunchtime assistants have as yet received no first aid training. The school has made appropriate provision for disabled pupils by installing a special toilet facility including a shower. Links with supporting agencies are strong.
42. There are appropriate procedures for monitoring and ensuring good attendance. The school administrator puts the attendance figures onto the computer and monitors them weekly. The educational welfare officer comes in fortnightly to check the figures and to follow up persistent latecomers or pupils who are regularly absent.
43. Effective procedures are in place for eliminating intimidating and oppressive behaviour. An effective system of rewards and sanctions is firmly in place and is known to parents, teachers and pupils. When asked during the inspection, pupils were able to say how they would deal with bullying if it occurred. Lunchtime supervisors are effectively involved in maintaining good behaviour. Lunchtime assistants believe that the provision of play equipment has also improved behaviour during playtimes. Pupils regularly receive points and stickers for good work or for good behaviour, and certificates are also to be seen in pupils' records of achievement. Parents spoken to during the inspection were confident that they could approach the school if there were any instances of bullying, and indeed a number of parents spoken to during the inspection said how supportive the school had been to them personally during times of crisis in their particular families.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school has good links with parents. At the meeting before the inspection, parents said that the school dealt well with suggestions or complaints. They felt that staff were accessible and always made time to see them. All parents responding to the questionnaire sent out prior to the inspection

thought that the school expected their children to work hard and to achieve their best. Some parents would like to see a more interesting range of activities outside lessons. Some parents, support teachers, and grandparents were former pupils of the school themselves, and they are very keen for their children and grandchildren to carry on the family tradition. Parents very much appreciated the formal meetings held each year to discuss pupils' progress, and also initiatives such as being able to sit in maths lessons, and the provision of curricular information.

45. Parents are given an opportunity to visit and discuss aspects of the school with the head teacher and class teachers in the term prior to their child's admission, which they feel helps with their child's integration into school. Parents and governors are encouraged to play an active part in the life of the school, and a number do so by helping out in class, listening to readers, helping with swimming and design and technology lessons, and with educational visits. The school believes that the input by parents and governors reinforces the importance of education in pupils' eyes. Homework books have to be completed by parents to enable pupils to gain points, however not all classes have reading diaries. Discussion with parents at the meeting and during the inspection showed that they clearly appreciate the supportive atmosphere engendered by the school, and the occasional home visits carried out by the head teacher. There are weekly newsletters that contain regular reminders of the importance of regular attendance, and also data sheets are compiled on each pupil. The school also provides summaries of the subjects their children will be studying throughout the coming year, and parents appreciate this information because they can more effectively participate in their children's learning. Parents of children with special educational needs are involved in writing their individual education plans, and they believe they help to set realistic and achievable targets. Parents are not provided with a copy, but they can come into school to see the IEPs. Regular meetings with parents of children with English as an additional language keep them well informed of their children's progress. Annual reports to parents contain descriptions of the areas of work covered and comments on personal development, and parents spoken to at the meeting also during the inspection, appreciated the opportunity of coming into school to discuss the report with teachers. Parents' information about their children can also be broadened by their discussions with staff throughout the year at both formal and informal meetings.
46. Some parents and governors play an active part in the life of the school, for instance helping on trips, with reading, swimming, and organizing social events such as the Christmas and Summer Fairs. Parents and the supply teacher in the nursery recently raised over £700 to provide large play items for the nursery. At the meeting and from replies to the questionnaire, some parents expressed a range of opinions about the provision of homework. Inspection findings conclude that most pupils have an appropriate amount of homework to support their learning in lessons. Parents very much appreciated the homework clubs which are run twice weekly by the school. Staff have also provided additional booster classes for Year 6 children in English and Maths in addition to those funded through grants both in and out of school time.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The school has faced a number of staffing and financial difficulties over the past two years. As a result, the headteacher has found his time taken up with duties outside of his normal routine. This has inevitably had a negative impact on the quality of leadership and management of the school. The headteacher has a clear educational vision for the school and past evidence suggests that he is an effective leader. However, the management of the school is currently unsatisfactory, mainly due to a number of inconsistencies in the management of staff and the allocation of responsibilities to curriculum managers. The school has a number of suitable aims and objectives and these are generally met satisfactorily.
48. A major weakness of the management of the school is the way in which staff responsibilities have been allocated. In some cases, staff that have several management 'points' on the salary scale are given fewer responsibilities than those without any. Some criticism has been raised about the management structure and the lack of involvement of the majority of the staff in major decisions. To address this issue, the headteacher has introduced a new structure, which includes all members of staff, including midday dinner supervisors, cleaners and canteen staff. This is beginning to have

a positive effect on the management of the school, but has not yet addressed the issue of unequal curriculum management responsibilities. There have been a number of difficult issues surrounding the staffing of the school and some important roles have not been filled. For example, the English co-ordinator is currently on maternity leave and the subject is not effectively co-ordinated. The impact of the curriculum co-ordinators is variable. The co-ordination of the Foundation Stage has been unsatisfactory until very recently and planning is still fragmentary. The co-ordination of science has likewise been poor, although the recently appointed co-ordinator is now beginning to have a positive impact on planning, especially of investigative science. There is currently no co-ordinator for geography, and the co-ordination of history has been weak until recently. The management of art and design, design and technology, and information and communications technology is good and there have been major improvements in the latter two subjects. The co-ordination of music, physical education and religious education is satisfactory overall.

49. The governing body fulfils most of its statutory responsibilities appropriately and ensures that the school is run in accordance with the published regulations. However, with the exception of a few governors, there is generally a lack of involvement by the governing body in the management of the school. They have left many of the major decisions to the senior management team and the chair of governors, which has led to some problems as highlighted above. The chair of governors is very actively involved in the life of the school and provides good support for the headteacher and other staff. For example, during the inspection, he helped in a Year 3 and 4 class that he has been 'shadowing' for a number of years. He also provided a good bread-making demonstration as part of pupils' science lessons. Although a few governors have a good understanding of the strengths and weaknesses of the school, others do not, as was evident in the meeting the registered inspector had with governors before the inspection. Some governors do not have full confidence in the headteacher, although this is not the majority view. Governors do not play a major role in shaping the direction of the school and have been largely preoccupied with staffing and financial matters. The school development plan is sound and has appropriate targets that address most of the main weaknesses of the school, such as the establishment of an effective Foundation Stage. There is suitable focus on pupils' attainment and on those factors that affect this. However the issue regarding more challenge for higher attainers has not yet been successfully addressed. At present, the governing body does not meet its statutory responsibility of ensuring there is an appropriate curriculum for children at the Foundation Stage.
50. The headteacher, with some support from his deputy, has monitored teaching and learning in all classes using an agreed focus, such as the quality of the plenary session. Immediate oral feedback has been given to individual staff on the quality of their teaching. This information is collated into a written report that is shared with the whole staff and is beginning to have the desired impact. The evaluation of success, however, still lacks rigour. The headteacher carries out professional reviews for individuals and this has been effective in promoting some good teaching, but some unsatisfactory teaching still occurs.
51. The school is beginning to improve its information systems for example in English and mathematics where data from standardised tests are enabling the co-ordinators to establish progress and areas for development. However, not enough work has been done to address the unsatisfactory attainment of higher attaining pupils. The management of English and mathematics is sound, and the monitoring of both planning and classroom practice has ensured that there is continuity and progression within both subjects. Teaching is generally secure and is having a positive effect on pupils' standards of achievement.
52. Although the aims and objectives of all staff are focused on raising standards, the role of other co-ordinators, as identified in the last inspection, is still highly variable and in need of further development. Lack of opportunity to monitor and evaluate teaching and learning means that their impact on raising standards is less effective and there is an insufficiently clear link in the use of assessment data to inform planning.
53. The special needs co-ordinator has been effective in her role, especially the monitoring of the work of support staff. Through well-planned training she has brought about an improvement in their level of involvement and the quality of the support they give to teachers and pupils with special educational needs. Management of special needs provision is sound overall and pupils make

satisfactory progress. Liaison with outside agencies is good. The governing body is supportive of full inclusion of pupils' with special educational needs. Co-ordination of the provision for pupils with English as an additional language is good and they make good progress.

54. Although much support has been provided for the teacher of the reception class there is no evidence of planning which meets the demands of the Early Learning Goals for young children of this age. This has been problematic for the temporary teacher in the reception class since no documented guidance or assessment information has been available to her to help her planning or assist in the organisation and management of the children. Most of the governors' policies are effective in promoting the ethos of the school, which is good overall. Inspection evidence shows that the school has worked very hard to provide a calm and safe learning environment in which pupils are valued.
55. Adequate arrangements are in place to assist the induction of newly qualified and experienced staff. Satisfactory mentoring by senior staff ensures that newly qualified teachers receive some effective help and guidance during their first year of teaching. The introduction of a new policy and survival guide should be of further assistance. The provision for professional development contributes satisfactorily to improving the quality of teaching of some staff. Recently it has been based firmly upon the identified needs of the school development plan and the needs of all teachers.
56. The day-to-day management of finances is good. The recently appointed administrative officer keeps effective systems of financial control. She is supported well by the headteacher who assumed responsibility for the role pending the new appointment. The budget available to the school is carefully analysed by the finance committee, which prioritises the needs, matched with costs directly related to the school development plan. Recently, a number of external events, which were neither anticipated, nor within the direct control of the school, required an immediate re-appraisal of expenditure and emergency measures to be taken in order to ensure that expenditure remained within the school's budget allocation. The emergency measures taken were appropriate and successfully addressed the issues presented and the current school budget is operating within the local authority's guidelines. The school is making good use of modern technology and the school operates a system that is both effective and efficient. Specific grants are used effectively for their previously defined allocation. The funds available for pupils with special educational needs are carefully used in order to raise standards.
57. The extents to which the principles of best value are applied are unsatisfactory overall. Standards and costs are not compared with other schools and the governing body does not challenge itself in terms of providing educational activities outside the statutory curriculum, for example, parent/school partnership. To date it has not satisfied itself that competition is fair where contracted services are involved. However, it does consult on major spending decisions and ensures that at least three tenders are considered to ensure best value. When considering the value and use of educational resources, the chair of finance regularly monitors and consults with pupils regarding effectiveness.
58. The use of resources is satisfactory overall. The recently equipped information technology suite could be used better in order to improve skills and raise standards. The school has a well-equipped library, which is being used effectively to help raise standards in reading. The school hall is used effectively for physical education as well as for school assemblies and productions. The school field, however, which although not too far from the school, because of pupils having to cross a busy side road used by the public is under-used.
59. There are suitably qualified staff to meet the needs of the school, and staff are trained and experienced. However, some staff carry a heavy workload of responsibilities without any extra remuneration, and other staff that carry extra salary points hold few responsibilities. Special educational needs support is good. The SENCO and other special educational needs support staff are making a good contribution to children's learning. Learning Support Assistants are also making a good contribution to pupils' learning. They are involved in planning, and provide helpful support in lessons. A number of teachers and support teachers have taught in the school for many years and know the families of the pupils well and some Learning Support Assistants were pupils at the school themselves. Where the quality of teaching is good, support staff are usefully

- deployed. There are no classes with over 30 pupils, and there is also support for pupils with English as an additional language. The Administrator and her assistant are highly skilled and this is an asset to the school. The commitment of the staff, teaching and non-teaching staff is very high.
60. There are a number of unused classrooms in the school. The temporary classrooms are not suitable for art as there are no facilities for water. These classrooms become uncomfortable in hot weather and pupils become restless and inattentive, and although the school has plans to replace them, as things stand at the moment, they are unsatisfactory. The accommodation for the reception classes is unsatisfactory.
61. Resources for learning are mainly satisfactory except there is no outdoor play equipment for the reception class, and no climbing or balancing apparatus for the nursery. Resources in science are mainly satisfactory. There is a lack of use of information technology for pupils with special educational needs, although other resources for these pupils are good and well organised.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to improve the quality of education provided and further raise standards, the governing body, headteacher and senior managers should:

- Continue to raise standards in English and mathematics at both key stages, and science and history at Key Stage 2, by:
 - improving the quality of teaching and learning where necessary;
 - ensuring that higher attaining pupils are sufficiently challenged to do their best work.

[Paragraphs: 1-7, 16-22, 79-88, 89-94, 95-103, 119-121]

- improve the quality of provision for children in the Foundation Stage by:
 - improving the quality of teaching and learning where necessary;
 - insuring that planning for the Foundation Stage meets the requirements of the most recent legislation;
 - providing suitable outdoor play equipment and a safe play area.

[Paragraphs: 16-22, 62-78]

- as identified in the school's improvement plan, improve the use of assessment information at the Foundation Stage and in all subjects of the curriculum, to better match work to the needs of individual pupils where necessary.

[Paragraphs: 37-43, 62-78]

- improve the overall management of the school by:
 - further improving the quality of teaching where it is weak;
 - developing the role of co-ordinators by ensuring a more equitable and effective distribution of management responsibilities;
 - ensuring that the governing body carries out its management role more effectively by being more involved in the work of the school.

[Paragraphs: 47-60]

In addition to the above important areas for development, the management may wish to include these additional items in their action plan.

- Rectify the health and safety issues raised during the inspection as a matter of urgency.
- Ensure that all pupils participating in physical education have appropriate clothing so that they do not miss their curricular entitlement.
- Increase the resources available for multicultural education.
- Provide more opportunities for independent learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1%	13%	36%	36%	13%	1%	0%

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	342
Number of full-time pupils known to be eligible for free school meals		120

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	7
Number of pupils on the school's special educational needs register	2	66

English as an additional language

	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	61
Pupils who left the school other than at the usual time of leaving	55

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	23	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	11	18
	Girls	18	15	18
	Total	32	26	36
Percentage of pupils at NC level 2 or above	School	73(53)	59(30)	82(81)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	19
	Girls	17	16	19
	Total	30	30	38
Percentage of pupils at NC level 2 or above	School	68(44)	68(26)	86(58)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	27	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	16
	Girls	16	16	22
	Total	26	27	38
Percentage of pupils at NC level 4 or above	School	54(61)	56(52)	79(76)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	9
	Girls	16	19	19
	Total	23	29	28
Percentage of pupils	School	47(64)	59(65)	57(78)

at NC level 4 or above	National	70(68)	72(69)	79(75)
------------------------	----------	--------	--------	--------

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	11
Chinese	0
White	275
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	26.3
Average class size	26.3

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	270

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1.2
---	-----

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
----------------	-----------

	£
Total income	748,664
Total expenditure	749,065
Expenditure per pupil	2,036
Balance brought forward from previous year	-14,195
Balance carried forward to next year	-14,596

Total aggregate hours worked per week	40
---------------------------------------	----

Number of pupils per FTE adult	11.8
--------------------------------	------

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	285
Number of questionnaires returned	128

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	2	0	1
My child is making good progress in school.	48	48	3	0	1
Behaviour in the school is good.	43	53	2	2	0
My child gets the right amount of work to do at home.	43	41	13	1	2
The teaching is good.	60	39	1	0	0
I am kept well informed about how my child is getting on.	56	39	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	71	25	1	2	1
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	46	44	9	2	0
The school is well led and managed.	55	39	2	3	1
The school is helping my child become mature and responsible.	51	47	2	0	0
The school provides an interesting range of activities outside lessons.	37	31	13	6	13

Other issues raised by parents

- The school is very sympathetic with parents who are experiencing difficult circumstances.
- Teachers take the time to resolve difficulties and keep parents informed of progress effectively.
- There is a very good range of lunchtime activities.
- Teachers are very hard working and do all they can to help pupils.
- Homework is not given consistently and is not enough for older pupils.
- There appears to be some favouritism in the school, with some staff getting more support from the management than others.
- Pupils are deprived of mid-morning snacks as a punishment for misbehaviour.

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

63. Children who are under five enter reception class in two groups, in September and January. The majority come from the nursery class attached to the school, whilst others come from the local playgroup, which is also on the school site. Links between all these classes are currently being developed to ensure that, in the future, progression and continuity is provided across the Foundation Stage. At the time of the inspection, both nursery and reception classes were taught by supply teachers. Six children of reception age were taught as part of a Year 1 class. Provision in the nursery is good overall and in reception it is satisfactory. There are, however, weaknesses in provision for all children who are under five, particularly in the reception classes.
64. Many children enter the nursery with skills that are below average, particularly in speaking and listening. Assessments conducted at the beginning of reception confirm that this is the case. There is no written curriculum and no previous planning to effectively underpin teachers' current planning for the Foundation Stage and, as a consequence of this, progression and continuity in the education of these young children is affected. Teachers in these classes have to devise their own systems. The teacher in the nursery, because she is an experienced teacher of children who are under five, has done this successfully and her planning and assessment procedures are satisfactory, often good. In reception classes, however, this has been more difficult. Planning across the areas of learning is sometimes inappropriate for the age and ability of the children, and daily on-going assessment is not happening regularly. There is no provision for outdoor play in reception to ensure good physical development and outdoor play provision in nursery is limited by a lack of suitable equipment.
65. There has been an overall lack of co-ordination for the Foundation Stage, and teachers currently plan with teachers in Key Stage 1. Planning for reception is often more aligned to National Curriculum targets than to fully meet the challenges and rigor of the Early Learning Goals. A new co-ordinator has recently been appointed and she has devised a comprehensive and appropriate action plan for development, which clearly identifies the strengths and weaknesses in provision. This plan has serious resource implications, however, and as yet, the co-ordinator does not know what finance will be made available to meet the targets she has laid out.

Personal, Social and Emotional Development

66. The teaching of personal, social and emotional development is good in the nursery and satisfactory in reception. As a result of the good teaching in the nursery, children are safe, secure and happy in their learning and achievement is good. Children are very well behaved, they concentrate for long periods and are knowledgeable about the daily routines of the classroom. They are confident and caring of each other, enter into discussion freely and eagerly and listen attentively. They enjoy practical activities and play and work together well. They take turns appropriately and are excited by their learning, both in indoor and outdoor activities. During the inspection, when some new equipment was used for the first time, they played safely and sensibly. They enjoy raising and discussing moral issues, such as whether Humpty fell because he disobeyed his mother's instructions.
67. In reception, where there has been a high number of supply teachers recently, although current staff are friendly and approachable, children are less secure and it is noticeable that a high proportion are reluctant to leave their parents in the mornings. Good relationships are apparent between all staff and children, and this is having a positive effect on the learning of most children. In this instance, achievement in personal and social skills is satisfactory. When discussing the story of the 'Lonely Wasp', they come to understand how difficult his life was because he lacked friends. During lessons, the majority are keen to participate in discussion, listen well to others contributions and concentrate on the task in hand. They dress and undress appropriately, if very slowly, and personal hygiene skills are developing satisfactorily. Many are beginning to exercise self-control and work independently and the bubbly behaviour of some children can sometimes be attributed to eagerness to participate in an activity, although it can sometimes spoil the flow of a lesson. Some children in reception with special educational needs, however, have very immature personal and

social skills and concentration and self-discipline are poor. Unless supervised, they quickly become bored and restless, particularly if kept on the carpet for too long.

Communication, Language and Literacy

68. The teaching of communication, language and literacy is good in the nursery and children are making good progress. In reception it is satisfactory and children are likely to achieve standards that are average by the time they enter Key Stage 1. In the nursery, they respond very well to the many thoughtfully planned opportunities for speaking and listening, using a wide range of puppets, models and soft toys. They engage well in simple conversation. They initiate questions and answer others confidently and clearly. They fully understand that they need to listen to others speak, and they do so attentively. Some children have unclear speech, but that does not deter them from contributing to discussion, although answers might be unclear or only one word. They participate freely in good quality imaginative role-play in the 'hospital' and use some technical words such as bandage, injection and emergency. They respond very well to the efforts of adults, who unobtrusively intervene to extend and challenge their thinking. After describing their drawings of 'Humpty', to be transcribed by the teacher, they enthusiastically and confidently 'read' the results to visitors. Children love books and stories. They generally have a good understanding of the context. Reading for pleasure is well established and children rush for a story with the class assistant. Afterwards, they confidently describe the bits they liked best. They often choose to sit quietly and read in the class library. Writing skills are developing well, enhanced by the regular use of a well-equipped emergent writing table. The majority can recognise and write their names legibly. Thorough teaching of letter formation skills is evident and has a good impact on learning and writing standards.
69. In reception the teaching of communication, language and literacy is satisfactory. Teachers successfully promote a love of books and children usually become engrossed in listening to stories and enjoy commenting on character and content, although contributions are sometimes superficial and immature. More able children are starting to read and have a small bank of familiar word and sounds. Less able children gain much pleasure from books and are keen to read. These skills are not, however, being further developed by the use of good home/school reading links. The writing skills of more able children are also developing well, with many children able to write simple sentences unaided. All children confidently make their marks on paper and are eager to write. Planned opportunities at the writing table are useful in encouraging children to write independently. The national literacy strategy and guidance to enable children to attain early learning goals are not, however, used to their full advantage to raise standards and to extend and challenge children in their literacy skills. In these instances, children are sometimes kept too long on the carpet, speaking and listening opportunities are underdeveloped, and the same work is given to children of all ability levels. When this happens, achievement is limited and standards suffer.

Mathematical Development

70. Teaching in this area is good in the nursery and children of all ability levels achieve well. More able children can count up to ten and beyond accurately and know the names of simple shapes and colours. The teacher creates many opportunities to develop these skills, in milk time, for example, when children accurately count the number of beakers of each colour. They know that there is one extra and this is for the absent child. They decide whether the water jug is empty or full, and if it needs more or less water.
71. In reception, teaching is often appropriate and many children will have achieved the early learning goals by the end of reception. Children develop their counting skills further by, for example, naming and counting coins and by matching and counting 'The Three Bears' with their bowls, beds and chairs. They add and subtract simply, but accurately, and enjoy playing a money bingo game. Evidence shows, however, that the programme of work is insufficiently well linked to the national numeracy strategy in order to ensure high standards throughout the reception year. Sometimes, the work planned is too difficult and sometimes it lacks challenge. Use of strategies, such as sand and water play and other practical mathematical activities, are insufficiently developed and are not used well to develop an understanding of concepts such as volume, capacity and data handling.

Knowledge and Understanding of the World

72. Children are beginning to develop a satisfactory knowledge of the world around them, as a result of the satisfactory, sometimes good teaching they receive. Many children enter nursery with a very basic knowledge of the world around them, but by the end of reception they will have achieved standards that are in line with those expected nationally. In the nursery, teaching is often good with many interesting activities planned to excite and motivate children. They satisfactorily identify features of living things when they use books to look up information about animals that hatch from eggs and how and why spiders make their webs. They investigate with interest why things happen and how things work when they tell the story of a woollen jumper from sheep to jumper and when they investigate to see which materials will be attracted or not attracted to a magnet. Children understand well the concepts of growth and change when they plant and grow cress in broken eggshells.
73. In reception, teaching is satisfactory overall. Children start to learn about their local environment when they walk around the school grounds and identify features that interest them. Through close questioning by the teacher, they learn the importance of the weather forecast on television and study the weather outside, creating their own weather symbols. They learn appropriately about technology when they independently work in pairs in the information and communications technology suite to use a computer mouse. Most children behave and stay on task very well, successfully writing their own names, on screen, and bring up a teddy game to drag and click and dress teddy in hot or cold weather clothes. Some children, however, lack self-control and restraint in their eagerness to explore new learning and are rough with other children that they are working with.

Physical Development

74. The teaching of physical development is satisfactory in nursery, but unsatisfactory in reception. In the nursery and reception, manipulative skills are being developed appropriately when children use crayons, pencils and construction toys and cut, stick and glue confidently and competently. Provision for the development of gross motor skills, although satisfactory overall in the nursery, is unsatisfactory in reception. A spacious area for outdoor play is available in the nursery, but teaching is hampered by lack of the suitable equipment needed to plan for activities that develop body control, co-ordination and dexterity. The nursery teacher has recently raised £700 and has purchased equipment for balancing and imaginative outdoor play. This has yet to have impact on children's learning and there is still no climbing apparatus where children can develop confidence and mobility skills. During the inspection, children, when trying out the new equipment, were very unsure of their own ability and lacked the confidence to try out balancing tasks without holding on to adults.
75. In reception, teaching for physical development is hampered even more because there is no facility for outdoor play and no equipment. Regular physical education lessons have not always been part of the programme of work and this shows in children's skills. Many will not have reached standards that are in line with what is expected nationally by the end of reception. During the inspection, children responded well to an interesting lesson, planned with suitable activities for their age and ability. They followed instructions quite well and sometimes moved imaginatively and confidently. Overall, however, body movements, when hopping, running and jumping were not well co-ordinated and lacked control and dexterity. Spatial awareness was unsatisfactory. Children enjoyed using small apparatus, such as balls, hoops and mats, but were over-excited by the activity.

Creative Development

76. The teaching of creative skills is satisfactory in both the nursery and reception. Progress is satisfactory overall and the children will achieve standards that are average by the end of reception. Lessons are appropriately planned to ensure that children are given a range of materials and media to work with and, as a result, they are enthusiastic about their musical and artistic activities. They enjoy mixing paints to create new colours and their paintings and drawings are mature, bold and well formed. They concentrate really well when they use wool and other fabrics, for example, to create a Humpty picture and modelling clay to create a Humpty model. They use different kinds of shiny paper to create colourful sea creature collage puppets. Sometimes, however, activities are very adult guided and children lack opportunities to explore their own creativity. When this

happens, outcomes of work are very similar and lack originality. Children in both nursery and reception are taught a wide range of rhymes and songs and they sing tunefully and enthusiastically. They enjoy musical activity when singing and responding to beat and rhythm. They tap and clap and keep a steady beat to a tambourine accompaniment and have a good sense of rhythm.

ENGLISH

77. By the age of seven and eleven standards are below the national average. Higher attaining pupils do reach standards in line with the expected National Curriculum Level 4 at the end of Year 6, but only a small proportion achieve the higher Level 5, with only eight per cent doing so in 2000 compared with the national average of twenty-nine per cent. The school is taking steps to remedy these below average results and there is strong evidence that there is an upward trend in standards in reading and writing. These steps include additional reading support in Year 1, a positive focus to improve the quality and content of written work especially boys', planned use of the library to support reference study skills and a review of all reading material putting it into a structured system that is accessible to all pupils, improving the quality of teachers' planning and resources and using regular checks on pupils' progress to indicate clearly what needs to be taught next. Standards have improved in real terms since the last inspection.
78. Inspection findings indicate most pupils enter the reception class with below average ability in speaking, listening and reading. Progress slows in the combined Reception and Year 1 class, accelerating in the Year 2 class reflecting the good teaching. Standards of many pupils in Year 2 are close to the national average in reading and writing. At Key Stage 2, pupils continue to make steady progress. Across the school most pupils with special educational needs receive good quality support from adults, make sound progress and achieve appropriate levels. Pupils from different ethnic minorities and those for whom English is an additional language achieve well in comparison to their prior attainment. In the main, girls' attainment, particularly in writing, exceeds that of boys. In Year 6 girls use a wide range of vocabulary and their sentence structure is generally more sophisticated than boys. The school is aware of this variation in standards and focused support has recently had a positive effect on raising the quality and content of boys' writing.
79. The planned development of pupils' speaking and listening skills is unsatisfactory across the school and standards are below expectations. At present, limited opportunities are provided for pupils to explore ideas through discussion. Although most adults are good role models, older pupils do not always listen as carefully as they could. Pupils' answers to questions can be repetitive, failing to lead into the full development of their opinions and understanding of the topic under discussion. For example in Year 3, when considering the writing of a fictitious school type subject report on a bear, pupils continued to shout out answers, failing to listen to each other's contribution. Pupils in Year 2 listen and contribute confidently when requested to consider suitable questions to extract information from a non-fiction book. Pupils confidently locate and share the information verbally with other pupils, with the class teacher successfully encouraging those reluctant to contribute to the discussion.
80. By the age of eleven most pupils read with fluency and accuracy, matching the expected Level 4. Higher attaining pupils are reading above this level overall. Most pupils can predict what will happen next in stories. In discussions, pupils talk about different books they have read and about stories in a similar style or on a similar topic with appropriate understanding. Pupils in Year 6 read with confident attention to the text, using expression and giving sound regard to the characters if speech is included. Higher attaining pupils read at a generally satisfactory level, though some lack expression and fluency.
81. Levels of enthusiasm towards reading vary across the school. However, the use of a well ordered library with a good range of fiction and non-fiction books is having a positive impact on pupils' reading attitudes. Most pupils can quickly find information from a book by using the index and content pages and most understand how the library works and how to locate specific books. Pupils know that information and communication technology can be used to support research across the curriculum. Best practice of this was seen in Year 4 where pupils had to use CD-Rom programs to locate information about animals. Pupils' reading diaries are used very effectively and consistently to encourage them to read at home.

82. By the age of eleven, pupils have had the planned experience of writing in a range of styles for different audiences. Standards in writing had been improving over time, but in the 2000 statutory tests there was a dip to well below standards. Writing is now a focus in the school's action plan. Samples of pupils' work on display confirm an appropriate range of writing opportunities, including some good examples in Year 4. There is a lack of evidence of pupils' continuous writing of more than one page and the planning, drafting and revising of pupils' ideas lack consistency across the school.
83. By the age of seven, pupils write simple sentences that have a different beginning, middle and end, using full stops and capital letters with growing awareness. There is no spelling policy in place and pupils' use of spelling and grammar is inconsistent throughout the school. Teachers sometimes miss opportunities to sufficiently promote spelling patterns and phonics during the literacy hour. In handwriting, older pupils do not consistently join letters and handwriting is untidy, often the result of poorly defined pencil grip instructions. There are sufficient links made with other subjects such as religious education to encourage pupils to write with increasing freedom. However, some pupils' limited knowledge and understanding of a range of rich vocabulary restricts their ability to use specific adjectives and words creatively for interest and effect in both poetic and descriptive writing. The recently planned visit by a local storyteller/author to work alongside pupils in Year 6 to promote more interesting styles of personal writing met with a very favourable response and the impact is very evident when viewing the sound quality of work on display. The National Literacy Strategy has successfully introduced pupils to a range of authors and writing styles as well as to a range of genre.
84. Literacy links are used effectively across the curriculum. Reading is used to find information in many subjects including history, geography, science and information and communication technology. English makes a suitable contribution to pupils' personal development by giving them the opportunity to reflect and appreciate language and poetry, and consider the thoughts and opinions of different writers across the ages.
85. The quality of teaching is satisfactory overall, although there are variable teachers' skills, with that for pupils aged seven being very good. The school has soundly implemented the National Literacy Strategy and this has supported teachers' planning well. During guided reading and writing activities teachers, including English as an additional language support staff, concentrate on developing key skills and promote learning effectively through the use of demonstration and questions. In a few lessons seen, the learning fails to support the needs of all pupils and this leads to underachievement, especially in the Reception/Year 1 class. In the very good lessons observed, teachers target work towards pupils' particular abilities. Good questioning, instructions, explanations and the use of the correct technical vocabulary, encourage pupils to explain and clarify their thinking. Teachers make sure that pupils are aware of time and this enables pupils to appreciate the skill of pacing themselves, learning how hard they must work to complete tasks appropriately. In most classes pupils are well-managed and positive attitudes and relationships exist between all ability groups and adults. Most pupils across the school show good attitudes to their work. They are enthusiastic, co-operative and concentrate on their tasks with good levels of motivation. Support staff are well used to support learning and most teachers manage pupils well. Where teaching is not so successful, teachers miss opportunities for pupils to read aloud during shared reading to practise skills. Teachers too readily accept short, one-word answers and do not sufficiently challenge pupils to be more expansive. Where teaching is good or very good, for example in Year 2, ongoing assessment is used effectively to check on progress. There is conscientious marking of pupils' work, giving positive praise and advice about how to improve the next piece of work. Most teachers have insufficient knowledge about the teaching of spelling to enable pupils to achieve as they should. They encourage pupils to try out spellings for themselves, but they do not teach pupils how to identify common spelling patterns or to recognise words within words. Consequently, older pupils have few strategies to help them learn to spell and this reflects in the many spelling errors in their everyday work.
86. At present co-ordination of English is ineffective. The previous co-ordinator has yet to be replaced. A member of staff specifically responsible for reading is managing the subject at present. The school management team carefully analyses both statutory and non-statutory tests, comparing the attainment of different year groups. However, detailed analysis of specific test questions in relation

to gender and ethnic mix in order to identify strengths and weaknesses is not in place. Nevertheless, the school has correctly identified the need to improve the quality of pupils' writing. This clear priority is having a sound impact on raising standards throughout the school. Although the present caretaker co-ordinator has effectively modelled good practice to supporting pupils' reading, there are insufficient opportunities for her to observe the quality of teaching and learning in classes across the school in order to monitor standards, especially in the juniors. The school is aware of the need to develop a portfolio of samples of pupils' work to moderate standards, using the recently introduced monthly writing record undertaken by all pupils. Resources are of good quality and accessible, enhanced by the planned use of a well-equipped library staffed by a librarian.

MATHEMATICS

87. In the 2000 national tests for pupils aged eleven the school's standards were well below the national average and below average when compared with similar schools. Standards at the time of the last inspection were reported to be below those expected nationally, but there has been some improvement in results in real terms. Currently attainment at the end of Key stage 2 is below the national average. In the 2000 tests for seven year olds the school's standards were well below both the national average and when compared with similar schools. Inspection findings indicate that attainment of pupils currently in Year 2 is below average, but pupils have made significant progress in this year group as a direct result of consistently good teaching. However, in many classes throughout the school, insufficient attention is given to planning appropriate tasks to challenge the needs of individual pupils and, as a result, many pupils including higher attainers are underachieving. Although the national numeracy strategy has been introduced appropriately, many staff need further training to increase their confidence and subject knowledge in teaching mathematics. Currently, insufficient attention is given to improving mental computation and fact retention as part of numeracy, and pupils are not reaching their full potential in mental arithmetic skills. The school has recognised that there are limited opportunities for pupils to use and apply their skills and knowledge to problem solving activities and that this also has a negative impact on standards achieved.
88. By the end of Key Stage 1, most pupils can add and subtract confidently and order numbers in a number square to at least 100. Higher attainers can competently order higher numbers to 200 and partition two digit numbers. Most pupils can estimate and measure length and weight using tape measures and scales. They can use geo-boards to make two-dimensional shapes and begin to understand time using clock faces. The extent to which pupils use their mathematical skills as an integral part of their classroom activities is limited. Although they present their work appropriately using objects and pictures, their ability to discuss mathematical concepts is underdeveloped. They are only just beginning to recognise and use simple patterns and relationships. Pupils use the correct mathematical names for common 3-D and 2-D shapes and describe their properties appropriately, using everyday language. They can measure and order objects appropriately, using direct comparison. When measuring, for example their own height and the height of their friends, they use standard units satisfactorily. Pupils can sort objects and classify them appropriately, using one or more criterion. They are beginning to communicate their results using, for example, satisfactory block graphs created on the computer.
89. By the end of Key Stage 2 the oldest pupils have extended their knowledge of numbers and measurement but many are slow and lack confidence with mental computation, particularly with two-step problems. Higher attainers can select the correct mathematical operation to solve problems and check their answers by inverse operations. Most pupils have a reasonable understanding of fractions, but many are less confident when using more complicated decimals or percentages. Many pupils can use two figure co-ordinates but are often confused when converting scale into distances. Most can find the area and perimeter of regular shapes by counting squares. Many can understand information in a block graph and line graph and are beginning to appreciate the value of using a spreadsheet to represent their findings. Pupils are beginning to develop different approaches and ways of overcoming difficulties that arise when they are solving problems. For example, in one Year 4 class, pupils were observed using different methods to add and subtract numbers. They used both horizontal and vertical methods effectively to arrive at the right answers. Pupils generally organise their work appropriately and check their answers for

accuracy. In discussion, pupils understand some key mathematical concepts well, as for example that the sum of two even numbers is always even. They use appropriate mathematical symbols, such as addition signs, and diagrams to illustrate their working. However, their ability to make a general statement from specific examples is underdeveloped and some older, higher attaining pupils find it difficult to explain their reasoning and draw satisfactory conclusions from the evidence presented.

90. The majority of pupils have positive attitudes towards mathematics, especially in lessons where teaching is good. Most pupils, including those with special educational needs and English as an additional language, are keen to succeed. However, when lessons are not well planned to match and challenge the needs of different abilities, pupils lose concentration and occasionally become disruptive, which slows the pace of their learning. Most pupils' behaviour in the classroom is good. They work well individually or in groups, where relationships are satisfactory overall.
91. The quality of teaching is satisfactory overall but as reported in the last inspection, there is significant variation in the standard of teaching throughout the school. The quality of teaching is judged to be satisfactory overall because pupils at the end of both key stages are achieving appropriately in relation to their prior attainment and are beginning to make good progress in their learning. During inspection standards varied from very good to unsatisfactory teaching. Pupils in Year 2 receive very good teaching which ensures that they make very good progress in their learning in mathematics lessons. However, where teaching and learning are unsatisfactory, expectations are too low, pupils are insufficiently challenged or supported, time is not used effectively, the pace of lessons is too slow and teachers lack confidence in teaching mathematics. In the better lessons, learning is very effective because pupils of all abilities are well motivated and challenged by high expectations of work and behaviour. Where homework is set, it is beginning to have a positive effect on pupils' learning. The marking of pupils' work is inconsistent where insufficient information is given to pupils as to how to improve their work.
92. The co-ordinators are supportive to colleagues and have good opportunities to monitor the teaching and learning of pupils in lessons to raise standards. However, insufficient attention is made of information and communication technology to support pupils' learning when presenting findings of investigations undertaken in mathematics. Numeracy skills are not well promoted in most curriculum subjects. Good assessment procedures have been introduced, but all teachers do not yet effectively use this information to inform future planning.

SCIENCE

93. Standards of attainment are in line with those expected nationally at Key Stage 1 and this represents an improvement since the last inspection. They are still below average at Key Stage 2. Pupils make satisfactory progress in building their factual knowledge, but their skills in the experimental and investigative aspects of the subject are weaker and in some classes very little of this important type of work is completed.
94. At Key Stage 1 on the basis of teacher assessment the school's performance was below the national average for all schools, however, it was close to the national average for pupils attaining the higher level 3. In comparisons with similar schools, it was average and the number of pupils attaining Level 3 was above that expected which is an improvement since the last inspection. On the basis of end of Key Stage 2 tests, the school's performance in science was below the national average when compared with the prior attainment of pupils and well below the national average for those pupils achieving the higher Level 5. In comparison with similar schools attainment was also below average. Overall there has been an upward trend in science since 1996, except for this slight dip in 2000. The school hopes to address this through its results in 2001 and meet the improvement targets it has set.
95. Standards in the current Year 2 are average, pupils make steady gains in their learning and gather a sound range of scientific knowledge, but they do not develop their skills in experimental and investigative work sufficiently. In their current work, most pupils in Years 1 and 2 have a good knowledge about the differences between living and non-living things, and have a sound

understanding of the variety of creatures that are found in specific habitats, such as snails in the grassy area of the grounds. They are developing good environmental awareness and know the conditions that are required to keep both animals and plants alive. In Year 2, pupils describe the stages in the growth of a broad bean seed in great detail and have successfully observed and measured the growth of other plants. Properties of materials are explored and developed well so that pupils have a satisfactory understanding about the specific properties that make them useful in different circumstances, such as the use of translucent glass for bathrooms. They know that heating and cooling can change materials. All pupils have a satisfactory understanding of the needs of human beings, including a healthy diet. At the end of the key stage, pupils have a good understanding of how the forces of pushing and pulling move things and how to make a simple circuit to light a bulb. However, although pupils are beginning to use a more scientific vocabulary for describing their work, their planning and recording of experimental work still needs a great deal of attention. In Year 2, pupils demonstrate an understanding of the need for fair testing by just changing one variable and higher attainers compare predictions with actual results but are generally given the same work as other pupils and are not always challenged. Pupils with special educational needs generally make appropriate progress because they are well supported by teachers and classroom assistants.

96. In half of the lessons seen in Key Stage 2 pupils' attainment was unsatisfactory and this was a direct consequence of the variable quality of teaching. In Year 3 pupils describe ways in which materials change and understand that some changes are irreversible, such as cream into butter. They observe well, make suitable suggestions about what might happen and record their results using simple diagrams but research skills and collation of information is generally at a level below that expected. In Year 4 pupils know what might happen during separating of different materials by sieving. Higher attaining pupils are able to plan their way of making a sieve prior to experimenting. The use of key questions enables pupils to focus on their predictions, but they do not always use their common sense and forget that larger types of materials, such as pegs or twigs, can be separated by hand and eye before sieving through a much smaller mesh. The methods used in this lesson enabled pupils to learn from their mistakes and the excitement shown by pupils during the making stage unfortunately outweighed scientific methods. In Year 5, pupils sort a variety of materials using one attribute, but find a second link much more difficult. Higher attainers are not expected to use overlapping circles to indicate which materials would fit into more than one group, for example, plastic coated electrical wiring.
97. In Year 6, pupils carry out suitable comparisons on different soils in order to establish their different natures and with help they appreciate the importance of this type of knowledge to food producers. In one class, they plan their investigations on permeability by identifying the types of equipment they would need and how to proceed with a fair test. Higher attainers achieve at an appropriate level and their drawings are both detailed and relevant. A significant number of pupils in the other class do not work at the level expected for their age and ability. Pupils' past work shows satisfactory coverage of the curriculum, with health education topics well integrated. The majority of pupils, including those with special educational needs, make inconsistent progress during Key Stage 2. There are discrepancies in the quality and quantity of work between classes in the same year groups and across the school. More able pupils are generally given the same work as other pupils and are not challenged sufficiently to give more detailed or complex explanations of work undertaken. For example, additional questions at the bottom of worksheets are not addressed by more able pupils to accelerate and extend their learning.
98. Pupils' attitudes, values and behaviour in science are good overall. They listen attentively and respond well to questioning in all classes. The majority show good levels of co-operation. They support each other well in groups and take part in good quality discussions that promotes their understanding. Pupils enjoy carrying out investigative work when given the opportunity. Pupils at the end of Key Stage 2 have not yet developed sufficient confidence to take full responsibility for planning their own investigations.
99. The quality of teaching is satisfactory overall, with some very good teaching seen in both key stages especially in Year 2 and Year 6. In better lessons, teaching enables pupils to acquire new skills at a good rate and build on their prior knowledge and understanding effectively. Teachers generally have secure subject knowledge and use effective strategies for introducing pupils to new

topics. However, there are some instances where the work being studied does not match the current learning needs of the whole class and, as a consequence, pupils do not make sufficient progress. Pupils are not given sufficient opportunities to enable them to learn science enquiry skills. Teachers in all classes work closely with support teachers and pupils with special educational needs are well supported in lessons. Pupils' literacy and numeracy skills are not always sufficiently well promoted; pupils do not record initial ideas about what might happen during investigative work, nor assess their findings against their original predictions. They do not engage in any evaluative or reportative writing and only use a very limited range of charts and graphs to represent their findings. They do not collect data and interpret it through the use of information and communications technology. There are also different expectations of how pupils record their work across the key stage. The presentation of work is good in Key Stage 1, but in Key Stage 2 much work relies too heavily on published work sheets and pupils are not encouraged to use a framework to guide and interpret their recording. Pupils' numeric skills are not well developed, for example in measuring time and temperature.

100. The curriculum is broad but not always satisfactorily balanced, with several classes at Key Stage 2 carrying out the same investigations. For example, Year 5 and Year 6 follow exactly the same aspects at the same level so that progression is not secure. The scheme of work is in the process of change and planned work agreed by the school has not been fully adopted yet. This should improve both the continuity and progression in pupils' learning once firmly established. Work in books is marked regularly but this is often cursory and there is a lack of consistency in identifying and informing pupils about what they need to do to improve. In the best practice, the teacher of the Year 3/4 class uses relevant written questions to develop pupils' understanding. Teachers monitor pupils' work effectively in lessons and have suitable knowledge about what pupils know and understand; they do not however always use this data to inform and adapt planning. Teachers are sometimes insecure in judging the levels of attainment at which their pupils are working at and work is insufficiently challenging for higher attainers.
101. The co-ordination of science is developing from a low base. The newly appointed co-ordinators for Key Stage 1 and Key Stage 2 have formed a firm working partnership and are beginning to identify appropriate targets to improve standards in their subject. They are keen for the status of experimental and investigative science to improve and are currently undertaking training to develop their own expertise and ultimately the confidence of their colleagues. Resources are easily accessible and of good quality. The school grounds are used effectively to provide opportunities for pupils to compare and understand how plants and animals live in different places.

ART AND DESIGN

102. Standards throughout the school are similar to those expected nationally. This is much the same position as that found at the time of the last inspection. At Key Stage 1, from the scrutiny of work and the lessons seen, it is evident that pupils make satisfactory progress in their learning and, by the time they are seven, achieve standards that are in line with those expected nationally. They can draw satisfactorily and use these skills appropriately to illustrate their work in other subjects. They made some reasonably detailed observational drawings of fruit. Pupils use paint appropriately to produce faces and these demonstrate a satisfactory use of colour. More able pupils use a range of media to produce collages that demonstrate a good design sense. Pupils make satisfactory use of found and man-made objects to produce three-dimensional sculptures. In one lesson in Year 1, pupils were observed collecting leaves and sticks to make a relief sculpture. They discussed their designs with the teachers' assistant effectively and produced interesting designs, which they enjoyed making. Other pupils used sticks, straws and pipe cleaners to produce satisfactory sculptures of snails and other small creatures.
103. At Key Stage 2, pupils make satisfactory progress overall in their learning and standards are at the expected level in Year 6. At the lower end of the key stage, pupils' drawing skills are satisfactory and are used appropriately in illustrations for other subjects. They produce interesting abstract designs based on their 'Journeys' project, using the work of Piet Mondrian as a source for ideas. Pupils know the difference between 'warm' and 'cool' colours, and can name the colours needed to produce secondary colour. For example, one pupil in Year 4 correctly mixed blue and red to

produce purple. When questioned, she also knew that to produce green she had to mix yellow and blue. Older pupils are making satisfactory progress and generally produce reasonable work. Pupils' design skills are satisfactory and they are able to develop their ideas appropriately through a series of experimental drawings to a finished work. More able pupils produce detailed portraits, which show a growing understanding of design conventions. Pupils' skills in modelling and using three-dimensional materials are satisfactory overall. In one lesson in Year 6, pupils were observed producing good clay sculptures. They carefully followed 'step-by-step' instructions and used the correct technical language associated with three-dimensional design, for example, 'slip', 'slab' and 'mould'. Pupils have limited opportunities to work at a large scale. In addition, pupils have had insufficient opportunities to study well-known artists or the design traditions of various cultures. As a consequence, the subject makes only a modest contribution to pupils' cultural development. Appropriate use is made of information and communications technology to support learning in the subject, but the range of suitable software available to support the subject is limited. Pupils with special educational needs make satisfactory progress. Pupils have positive attitudes to the subject and this has a good effect on the progress they are making.

104. Teaching is generally satisfactory and some aspects of teaching are good at Key Stage 2. Teachers have appropriate subject knowledge, which is usually used effectively to extend pupils' knowledge and understanding of the subject. The teaching of basic skills is satisfactory and most pupils have acquired a suitable range of drawing and painting skills by the time they leave the school. Teachers' expectations are appropriate and most lessons move at a satisfactory pace. As a result, all pupils are making satisfactory progress in their learning overall, irrespective of their prior attainment. At Key Stage 2, the pace of lessons is more brisk and pupils are making better progress and put more effort into their work. Systems for assessment are satisfactory and appropriate use is made of the information gained to keep parents informed of their children's progress in the subject. At Key Stage 2, teachers' informal on-going assessment is good and effectively helps pupils evaluate their work in progress and make suitable changes where necessary.
105. The co-ordinator is very well experienced in the subject and personally provides good leadership. The scheme of work provides effective guidance for teachers in their planning, although it has not yet been revised in the light of the recent changes to the curriculum. Some monitoring of the subject has taken place through the scrutiny of work, but the co-ordinator has not had the opportunity to monitor teaching and learning. Although the curriculum is broad and balanced overall, too little emphasis is placed on large-scale objects or work in the style of well-known artists. In addition, the time given to the subject is below the national recommended minimum and this has had a detrimental effect on standards in the subject. The subject makes only a limited contribution to pupils' cultural development, as they have too few opportunities to study the design traditions of non-western cultures. The use of information and communications technology is unsatisfactory overall, mainly due to the lack of suitable programs.

DESIGN AND TECHNOLOGY

106. Pupils' standards are above those expected nationally at the end of both key stages. This represents an improvement since the last inspection in 1997 when standards in all aspects of design technology were judged to be satisfactory. Teachers' confidence in teaching the subject has contributed successfully to this improvement. From examination of their work and from discussions, pupils at the end of both key stages confirm that they have a good awareness and understanding of the importance of genuine design features in products that improve the quality of everyday life.
107. At Key Stage 1, pupils work successfully with an appropriate range of tools to make simple products, such as bags and musical instruments. They understand that materials behave in different ways and make suitable choices where products require strength or flexibility. When making bags, the pupils consider the purpose of their bag carefully and this influences the size and shape so that they are suitable for clothes, food or bottles, for example. They add different types of fastening such as buttons or ties and handles for ease of carrying. Oral evaluations are sometimes scribed and show that most pupils are pleased with what they produce. After observation of different types of vehicles, pupils in Year 1 make a variety of their own vehicles, such as Royal Mail vans, from

reclaimed materials and add realistic finishing touches. Pupils in Year 2 also design their vehicles to represent those found in the locality, for example street cleaners, vans and trains. Their products show good understanding of the purpose of wheels and axles to stable movement.

108. Pupils in Year 2 talk about their ideas and how they solve problems, such as making a winding mechanism using a drum spindle to reel in 'Incy Wincy' spider after it has dropped out of its web. They record their ideas using pictures and sketches with some identifying labels. In making their designs, pupils' skills include cutting and shaping materials by joining in a variety of simple ways, including sticking, folding, gluing and stitching. They are confident in expressing their ideas. Evaluations indicate that pupils refine their designs as they develop and make good judgements about the suitability of the end product. Teachers ensure that pupils explore a range of everyday products such as fruit and vegetables, linking work with art and science so that they explore texture, taste and smell before deciding which fruits they would like to include in their designer fruit salads.
109. In Key Stage 2, pupils undertake a range of focused practical tasks that develop their skills in the use of tools, prior to making, and they build successfully on previous knowledge and understanding of the design process. Their work involves the use of electrical and mechanical components, textiles and food technology. It does not, however, cover such aspects as the use of pneumatics and cams. At the start of a new topic, pupils observe other products carefully to give them ideas for their own design and respond well to a specific brief. Younger pupils generate good design ideas that meet a specific purpose such as different kinds of sandwiches. They clarify and explain their designs well, both orally and in writing. Pupils work independently and in groups undertaking specific roles to achieve the task. Younger pupils in Key Stage 2 use information and communications technology to design a book cover specifically targeted at younger pupils in Key Stage 1. They incorporate pop-up mechanisms, folds and hinges to make their stories more interesting to a younger audience. The work of older pupils displays good sequences and includes suitable evaluations. In discussions, pupils are pleased with their designs and suggest valid improvements mostly based on decorative elements. Older pupils are aware of the design potential in their work on clocks and find suitable ways of adding motion through the use of electrical motors. The use of mathematical shapes supports their work on pencil holders and they mark, measure and cut successfully. Pupils use a subject specific vocabulary and are fully aware of the safe use of tools and also the importance of hygiene whilst preparing and making food, such as Greek salads, and different shapes of bread from proven dough. There are good links with other subjects such as science, history and art.
110. The quality of teaching is good overall and in lessons teachers are effective in promoting pupils' interest. They stimulate pupils so that they are well motivated and keen to achieve good results. Teacher expectations are high and pupils usually finish their products to a good standard. Pupils' standards in evaluating have improved due to good quality questioning. On going assessment of pupils' work is satisfactory, but there is no written evidence to support teachers' observations or end of year reports. Teachers always ensure that pupils have practised the required skills before starting their 'making' tasks and provide a suitable range of different types of materials. Opportunities for pupils to be fully involved in the assessment of their achievements do not yet occur in all classes to the required standard. Pupils enjoy the process of investigating and show good levels of perseverance and motivation. They work well together and share ideas to good effect. They collaborate effectively in realising their designs. The planned tasks provide sufficient amounts of challenge for all pupils, including those with special educational needs and most pupils make good progress and achieve well.
111. The curriculum for design technology is broad and well balanced at both key stages. The co-ordinator has made a suitable impact by sharing her enthusiasm and expertise with colleagues in an informal way. Confidence in teaching design and technology is high. The new scheme of work supplements the one already in existence and there are sufficient good quality resources to support the requirements of the National Curriculum.

GEOGRAPHY

112. Standards are in line with national expectations for seven and eleven year olds. Standards have been maintained in both key stages since the previous inspection. All pupils, including those with special educational needs, make satisfactory progress as they move through the school.
113. At Key Stage 1, pupils are able to map out a simple route from school to the library in Barnstaple. They can order the photographs of different features passed on route, identify their names and offer explanations as to what takes place in the different buildings, such as the market and the railway station. By the end of the key stage, pupils identify and label on a simple map the seaside places near Barnstaple. They consider similarities and differences between Struay and Barnstaple, and offer suitable reasons why they would not like to live in Struay. They locate and label, on a world map the continents and oceans, and they have a satisfactory knowledge and understanding of the physical and human features of India.
114. At Key Stage 2, pupils know about and compare the physical features of Egypt and the North Pole such as sand, pyramids, ice and polar bears. They are able to explain the main features of various locations. Pupils understand that places have similarities and differences, and are able to explain some reasons for their views. By the end of the key stage, pupils use atlases effectively to find places related to different news bulletins reinforcing the practical, everyday value of the subject. Throughout the key stage, pupils are effectively developing their knowledge of places, acquiring skills in mapping and using atlases.
115. Teaching is satisfactory at both key stages, with some good teaching in Key Stage 2. Planning of lessons is appropriate and teachers have sound subject knowledge. The challenge set to pupils is generally appropriate, but tasks for more able pupils are insufficiently differentiated. In the better lessons thought is given to identifying objectives and introducing the lessons in a manner to promote enthusiasm and lively discussions. The presentation of work is variable and there is generally an inconsistency between classes, particularly when labelling maps. Marking is also variable and pupils are not involved in setting targets, such as improving their presentation. The quality of pupils' learning is satisfactory overall. Pupils are making appropriate gains in their knowledge, understanding and skills. They generally put sufficient effort into their work and levels of concentration are satisfactory. Most lessons move at an appropriate pace. However, there are insufficient opportunities for pupils to work independently and not enough use is made of the well-equipped library for geographical research. All pupils make satisfactory progress overall, including those with special educational needs and English as an additional language.
116. At present there is no co-ordinator for this area but this is an issue that is to be addressed as a matter of urgency. Assessment is an area that is under-developed. However, the school is aware of this and this area is to be addressed by the senior management team when considering what new assessment procedures are to be adopted. Although seen during one lesson, the use of information and communications technology is unsatisfactory overall. Resources are satisfactory and used appropriately.

HISTORY

117. Standards of attainment are in line with national expectations at the end of Key Stage 1, but below expected levels at the end of Key Stage 2. Standards were reported to be in line with expectations at both key stages at the time of the last inspection. Apart from lesson observations, additional information was gained by speaking with staff and pupils, looking at teachers' plans and scrutinising pupils' work and displays. The school has recognised that the present planning of history at Key Stage 2, with each age group covering the same topic is not an effective way to develop the subject and support pupils' learning. Currently at Key Stage 2 there is no consistency in the development of skills, knowledge and understanding appropriate to the needs of all pupils and learning is therefore unsatisfactory. A new scheme of work has been devised for September to provide more opportunities for promoting local history together with a broader in-depth study of various periods in history in order to improve standards.

118. Pupils at Key Stage 1 have developed an appropriate sense of chronology and an awareness of the past and present, through their comparison of seaside holidays over the last century. Pupils demonstrate a good understanding of the everyday life of famous people in the past, such as Florence Nightingale, and of famous events such as the Great Fire of London. At Key Stage 2, pupils have a satisfactory knowledge of daily life and customs of various periods in the past, for example, those of Ancient Greece, Anglo-Saxon settlements and Roman Britain. However, many pupils are confused about the different periods in history and have limited knowledge of events. There is little evidence of extended writing being used to support pupils' learning and this was a weakness reported in the last inspection.
119. The quality of teaching is good at Key Stage 1, but more variable at Key Stage 2, where it is satisfactory overall. In the last inspection teaching was reported to be satisfactory overall at both key stages. In the better lessons teachers are knowledgeable, provide pupils with good quality experiences, and use strategies to make the subject meaningful and relevant. This has a positive impact on pupils' learning. However, in unsatisfactory lessons work is not planned effectively to challenge and stimulate pupils, time is not used effectively, and teachers lack confidence and subject knowledge. In these lessons, pupils have little opportunity to contribute their own ideas and has a negative impact on their learning. As in the previous inspection assessment procedures are this underdeveloped and assessment is not used effectively to plan future work. As a result work is not always matched to the ability of all pupils, particularly at Key Stage 2, which has a negative impact on their learning. Most pupils, including those with special educational needs and English as an additional language have positive attitudes towards history lessons. They listen attentively, respond well to role-play and enjoy dressing up and participating in visits such as to Ilfracombe for a Victorian Day.
120. A new co-ordinator has recently been appointed to support a more experienced co-ordinator to share expertise but they have had no opportunities to monitor teaching and learning throughout the school. The co-ordinators have appropriately identified the need to improve links with literacy and information and communication technology, and provide more artefacts and opportunities for independent research to support pupils' learning. As in the previous inspection, good use is made of the local museum and inviting visitors into school to give pupils first hand experiences.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Standards are at the expected level generally at the end of both key stages. This is a considerable improvement since the last inspection, where standards were found to be well below the expected level. Overall, pupils are achieving well in relation to their prior attainment in the subject and there is evidence that rapid progress in improving standards has been made over the last few years.
122. Standards at Key Stage 1 are at the expected level by the time pupils reach the age of seven. Pupils have good levels of basic information and communications technology skills. They use a 'mouse' and keyboard well and are thoroughly familiar with the 'windows' desktop. Pupils' achievements in other aspects of the subject are satisfactory. They produce simple word-processed documents, using a variety of typefaces and styles. Older pupils at Key Stage 1 have used graphics packages to produce detailed pictures, which show satisfactory 'mouse' control and design sense. Pupils make appropriate choices when using simulations to help them find things out. They are able to give instructions to make things happen and describe the effect appropriately. In one lesson, for example, pupils were able to access a CD-ROM about nature and use menus and mouse buttons to explore various items on the screen. They showed a good understanding of how multi-media screens work and how to gather information from different sources.
123. At Key Stage 2, pupils have appropriately developed communications skills. They use computers to find and use stored information from a disc. When using simulations, they make suitable choices to help find things out. Pupils have well developed word processing skills. In one lesson in Year 5, for example, pupils were observed designing advertisements linked to their literacy work. They used a word processing programme well to generate, develop and organise their ideas for a piece of persuasive writing. Pupils share and exchange ideas with each other effectively, and there is generally a good level of discussion about what they want to achieve. Older pupils have well-

developed presentation skills. They use desktop publishing programs well to create attractive presentations, using a wide range of fonts, clip art samples and drawings. When using databases, pupils are able to interpret their findings and question appropriately the plausibility of their results. They recognise that poor quality information leads to unreliable results. Pupils explore patterns and relationships appropriately to make accurate predictions. From questioning, it is apparent that pupils have little experience of monitoring external events, although the school has recently acquired the necessary technology. Appropriate use is made of e-mail and the Internet to extend pupils' skills in communications technology.

124. Pupils behave well when using computers and learning in classrooms. Pupils support each other effectively when working together at computers and show a high degree of concentration. They are responsible when using equipment and work well independently. All pupils are making good progress in their learning, including those with special educational needs. Information and communications technology is used appropriately to support learning in most subjects of the curriculum and pupils make suitable use of computers to present and illustrate their work.
125. There has been a significant improvement in the quality of teaching of the subject. Overall, teaching is good. Teachers have satisfactory subject knowledge, which they use well to extend pupils' skills, knowledge and understanding of the subject. The teaching of basic computer skills is effective and, as a result, pupils' progress in this aspect of the subject is good. Pupils concentrate well and give attention to detail. This also has a positive effect on their progress in learning and the acquisition of computer skills. Teachers' management of pupils is good and they are effective in maintaining good levels of discipline in lessons. As a consequence, the rate of learning in lessons seen was generally good and there are detectable signs of continued improvement in standards, especially at Key Stage 2. The quality of teacher's assessment is good, but it is not used consistently to adjust planning to meet the needs of all pupils. The quality of pupils' learning is good overall. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress in their learning.
126. The subject is led well by the headteacher and there is a clear educational direction for the subject. The initiatives made by the school management, including a considerable expenditure on new computers and staff training, has been effective in raising standards. The school is now well placed to continue with improvements in standards and the quality of education provided in the subject. Planning is based on national guidelines and provides a good foundation for teachers' practice. The school has invested wisely in good quality equipment and this is having a positive effect on the standards pupils achieve. However, some equipment is underused and this has had a detrimental effect on the impact of information and communications technology across the curriculum. This aspect of the subject is currently underdeveloped, and in some subjects, unsatisfactory. The training provided for teachers has been well targeted and the current action plan has details of future professional development, which will further increase teachers' expertise effectively.

MUSIC

127. Pupils' standards are satisfactory overall, with some good work observed in Years 2 and 6. In the previous inspection standards were judged to be above expected levels by the ages of seven and below for pupils aged eleven. This inspection finds that skills in creative composition have been improved, with pupils making sound progress throughout the school. The recently appointed, well-qualified music specialist is having a direct impact on raising standards of music throughout the school.
128. Most pupils take part in school assemblies, where the quality of singing is satisfactory. Younger pupils at Key Stage 1 sing a variety of songs from memory, with most singing tunefully and showing good recall of words. As observed in Year 2, pupils listen with interest to recorded music and sounds, showing an appreciation of dynamics. Pupils learn to play a range of percussion instruments to add a simple accompaniment to an imaginary train journey, for example, responding with appropriate sounds as the images passed, speeding up and slowing down as the train journey continues. Pupils give close and thoughtful consideration to the quality of sound they are making.

129. At Key Stage 2, by the age of eleven pupils accurately follow challenging clapping rhythms. They have experience of music by composers from different times and countries. All pupils are confident when engaging in three-part singing, as observed during a combined singing lesson. The involvement of a recent workshop involving the playing of 'African Drums' has had a very positive impact on pupils' enthusiasm. Pupils display confidence in performance, responding accurately to changing beat patterns and their singing reflects the moods of a variety of songs. Most pupils display a very keen, enthusiastic interest in musical activities, responding well to teachers' clear instructions, thoroughly enjoying performing to visitors as observed during an assembly. Most pupils select musical instruments in a confident, mature manner, always putting them away carefully and orderly. Pupils with special educational needs are soundly supported by the class teacher and make satisfactory progress in all aspects of the subject.
130. The quality of teaching observed during the inspection ranged from excellent to poor. However, overall the quality of learning is satisfactory. Where teachers have a secure subject knowledge and expertise, and follow the scheme closely, lessons are interesting and pupils are fully involved in music making. When subject knowledge is less secure as observed in the mixed Reception/Year 1 class, the pace of the lesson slows and pupils become restless. The teacher then spends too much time managing inappropriate behaviour and too little time teaching musical skills, and learning is unsatisfactory. In better lessons, teachers are successful in spreading their enjoyment and knowledge of music to all members of their classes. Teachers use well understood routines and expect pupils to achieve a great deal in the time available. Very good relationships, as observed in a Year 6 lesson, result in keen co-operation and effort, with musical instruments being handled with good respect and care.
131. The contribution that music makes to pupils' cultural development is satisfactory. Pupils are given well planned opportunities to perform and listen to a range of music from different countries, reflecting the cultures of different ethnic groups. They are given opportunities to take part in school and community musical performances. There are not enough planned opportunities to support pupils' learning through the use of information and communication technology. There is a policy and a recently updated good scheme to support and consolidate the progression of skills. However, the enthusiastic co-ordinator has no opportunity to monitor the delivery of music throughout the school. Assessment of pupils' developing musical skills is at present unsatisfactory, failing to inform future planning and learning targets. Management of the subject is therefore satisfactory.

PHYSICAL EDUCATION

132. Standards at both key stages are in line with those expected of pupils of this age. The quality of pupils' learning and the progress they make is good at Key Stage 1 and satisfactory, with some good aspects, at Key Stage 2. At the time of the previous inspection, standards were judged to be good at both key stages. This represents a slight downward trend which can be attributed to limited opportunities for physical activities in the foundation stage and the recently appointed co-ordinators not having had sufficient opportunity to monitor standards of teaching and learning.
133. At Key Stage 1, pupils were observed during warm up activities around the hall. They demonstrated good body movements involving appropriate changes of speed and direction, and using space well. They work well in pairs, using different links to make different body shapes with the movements mirrored by their partner. In games, pupils demonstrate the different skills required in throwing and catching different objects such as balls, beanbags and hoops, whilst at the same time increasing the distance between their partners. Pupils have a clear understanding of safety issues and the importance of being aware of other pupils around them.
134. The quality of pupils' learning at Key Stage 2 is satisfactory overall, but some older pupils make good progress. Pupils are aware of the need for warm up and cool down exercises. In the lower key stage in a games lesson, pupils demonstrated the skills of moving forwards and backwards with increasing speed. During the lesson observed, pupils made good progress in developing hand and eye co-ordination improving their throwing and catching skills. In a dance lesson, pupils created their own movements which were well synchronised with the music and expressed the mood of the music to good effect. By the end of the key stage, pupils' athletic skills are suitably developed, for

example running and jumping. The pupils work in pairs with one performing and their partner acting as judge and coach. This provides suitable opportunities for pupils to evaluate and give peer support and guidance. Effective learning takes place and pupils made good progress during these lessons. Pupils from Key Stage 2 attend the local Leisure Centre for swimming lessons and by the time they transfer to secondary school, most pupils are able to swim 25 metres. Residential visits are offered from Year 2 to Year 6 and the opportunities for pupils to experience outdoor activities are good. This promotes pupils' independence and inter-dependence. This is a strength of the physical education programme.

135. Teaching is good overall at Key Stage 1 and satisfactory overall at Key Stage 2. Most teachers have a good level of subject knowledge and are generally able to make clear teaching points to improve pupils' performances. The expectations of pupils in most classes are high and, where this occurs, pupils respond accordingly. The majority of pupils have very positive attitudes to physical education activities and in all lessons observed there was a sense of enjoyment, with pupils trying hard to improve their performances. Pupils work well together; they evaluate each other's efforts and offer support, often enthusiastically. However, in most lessons observed there were pupils unable to take part because of the lack of suitable clothing and they were denied the opportunity to progress and acquire new skills. The school acknowledges this as an area of concern and intends to increase its efforts to resolve the situation.
136. The subject co-ordinators have recently been appointed to the post and are aware of the issues that need to be addressed such as more effective monitoring of standards and continuing to build an efficient assessment system. They have made a good start and are enthusiastic about their role. Resources overall are satisfactory and sound use is made of them.

RELIGIOUS EDUCATION

137. Provision for the subject was satisfactory at the time of the previous inspection. The school has maintained this position. At that time, pupils' attainment, progress and attitudes to the subject were satisfactory overall. This is still the case and, although evidence from this inspection shows there is a wide variety across both key stages, pupils' knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus at the end of both key stages. The programme of work is fully inclusive, with very good coverage of the richness and diversity of major world faiths, especially Christianity, and is very well matched to the locally agreed syllabus.
138. At Key Stage 1, evidence gained from observations in lessons in all classes, scrutiny of a good range of written work and talking to pupils, shows the quality of teaching to be satisfactory overall, and sometimes good. Teachers' planning is thorough, as their subject knowledge is good. They use a variety of strategies such as role-play and visits into the community, which, on the whole, successfully engage and interest pupils. Younger pupils' recent study has been to learn about the parables of Jesus. They understand that a parable is a story with a special message and easily recall several of these. They enthusiastically engage in role-play to recreate the story of The Prodigal Son. Sometimes, however, in classes where teacher's behaviour management is insecure, particularly when engaging in role-play, pupils call out inappropriately, mock those who are dressing up and generally engage in silly behaviour. When this happens, time is wasted and little new learning takes place as the occasions are spoiled and achievement is unsatisfactory. This is not always the case. In some lessons, because clear learning objectives are carefully shared with pupils, class management is good, and interesting resources are used to revise and extend learning, much learning takes place. Pupils are enthusiastic and keen to engage in purposeful discussion. They concentrate and behave well and, as a result, achievement is good. When learning about the distinctive features and traditions of major world faiths, they readily recall that all faiths have special places for worship, such as synagogues, churches, mosques and temples. They confidently and accurately describe other special features, such as special books and ceremonies. They know, for example, that the special book of the Jews, the Torah, is a scroll, which is placed near a lighted ark in the synagogue. They enthusiastically observe photographs of a variety of Christian churches, commenting thoughtfully on their similarities and differences, and know that Christians go to church for a variety of purposes, such as for weddings and christenings, to pray, to sing and listen to music, and to worship. More able pupils, when they recall the Christian story of the

creation, show they understand why Sunday is marked as a day of rest. They also show, in discussion, they understand that respectful behaviour is expected in places of worship.

139. At Key Stage 2, the picture is a similar one, with teaching also ranging from good to unsatisfactory. Where teaching is good, and pupils behave and listen well and are successfully engaged in their learning, achievement is good. A good example of this is when older pupils, after researching an extract from the Bible, try to summarise what sort of person Jesus might have been. Because the teacher provides different images of Jesus and encourages purposeful discussion about them, such as the feelings being expressed in the pictures, pupils begin to offer their own opinions about what he might have looked like. Speaking and listening opportunities are good and, as discussion develops, pupils also begin to enthusiastically share attributes of the character of Jesus. They give a variety of personal viewpoints, justifications and simple arguments. They begin to relate and even empathise successfully with characters in the stories of Jesus and consider the impact Jesus might have had on their lives. They offer words such as 'generous, miraculous and trustworthy' to describe him. Writing is developed well in religious education lessons in both key stages. Scrutiny of work shows good examples of pupils own, well presented, open ended writing across most of the school, particularly in the work of younger pupils in Key Stage 2. The written work of older pupils is less well presented, and sometimes scrappy, with graffiti sometimes marring the covers and pages of exercise books.
140. The quality of teaching is variable in both key stages, ranging from good to unsatisfactory and this has a significant impact on pupil's learning, standards and attitudes to the subject. Where teaching is good, pupils are interested and are highly motivated. They are keen to learn, concentrate and behave well in lessons, and standards are good. Where teaching is unsatisfactory, pupils are bored and restless in some lessons, class management issues arise in others, and little new learning takes place. Pupils with special educational needs generally make progress that is in line with their age and ability. Teaching is less successful in some lessons, where teachers talk for too long and stifle pupil's eagerness to comment and offer opinions. Sometimes, when familiar Bible stories are read to the pupils with insufficient development through purposeful discussion, of the issues surrounding them, no new learning takes place. On these occasions, pupils appear bored and restless, disengaged from their learning, and achievement is unsatisfactory.
141. The subject co-ordinators for religious education are enthusiastic about their subject. They recently successfully introduced the new locally agreed syllabus and scheme of work, and are confident that these measures will bring about even better support for teachers with their planning. No monitoring has taken place recently, however, and as yet co-ordinators are unsure as to the strengths and weaknesses in the subject. Assessment is still at an early stage and is mainly left to individual teachers. This is recognised to be a weakness and plans to incorporate assessment into the new scheme of work are in hand. Resources have been improved and are now good, with a wide variety of books and artefacts to cover all major world faiths. Visitors and visits into the local community are a good feature.