

INSPECTION REPORT

**CHAGFORD CHURCH OF ENGLAND
PRIMARY SCHOOL**

Chagford

LEA area: Devon

Unique reference number: 113408

Headteacher: Christopher Long

Reporting inspector: Raymond Jardine
7428

Dates of inspection: 21 – 24 October 2002

Inspection number: 247366

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary controlled

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Chagford
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Postcode: TQ13 8BZ

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Appropriate authority: The Governing Body

Name of chair of governors: Charles Rich

Date of previous inspection: 6 - 9 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7428	Raymond Jardine	Registered inspector	Mathematics Information and communication technology Design and technology Equal Opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9644	Michael Whitaker	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
22831	Clive Lewis	Team inspector	English Geography Music Physical education Special educational needs	How well does the school care for its pupils?
22790	Jane Pinney	Team inspector	Science Art History Religious education Foundation Stage	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
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?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chagford Church of England Primary is a voluntary-controlled school that serves a number of villages around Chagford in Dartmoor. The school's roll is typically about average in size compared to primary schools nationally, but the number of pupils dipped significantly to 173 this year. There are about equal numbers of boys and girls in the school, although the proportions within each year vary considerably. Almost all pupils are of white UK heritage and no pupils have English as an additional language. The proportion of pupils eligible for free school meals is below the national average. The range of social and economic backgrounds of pupils in the school is very wide. The proportion of pupils on the register of special educational needs was above average until this year. It is now below. Twenty-nine pupils (16.7 per cent) are currently on the register. Of these, ten receive additional support and three (1.7 per cent) have statements. Their needs are wide ranging but are mainly autistic tendencies, dyslexia and emotional and behavioural difficulties. The school has had a new headteacher since September this year. Most pupils benefit from pre-school education. The pupils' attainment on entry is wide ranging and varies between years, but is typically a little above average.

HOW GOOD THE SCHOOL IS

Chagford Church of England Primary is a good school. Pupils have very positive attitudes and achieve well in most subjects because they are expected to work hard. Their personal and social skills are developed well within a caring and supportive environment. Teaching is good and occasionally very good. The staff are skilled, work closely together as a team and are ably led by the new headteacher and deputy. The governing body is closely involved with and committed to helping the school to improve. The school provides good value for money.

What the school does well

- The provision for pupils in the Foundation Stage is very good and a strength of the school.
- Pupils achieve well in most subjects, including English, mathematics and science.
- Teaching is good and occasionally very good. Teachers plan and structure their lessons carefully and adapt work to match pupils' different abilities well so that their learning is effective.
- Provision for pupils' social and moral development is very good and as a result, they have very positive attitudes and like coming to school and relationships throughout are very good.
- The curriculum is planned well and enriched through very good use of the wider community, clubs and visits.

What could be improved

- Arrangements for monitoring and reviewing teaching, the curriculum and pupils' achievements are not yet fully cohesive and the role of subject co-ordinators within them is not developed sufficiently.
- Actions in the school's development plan are not organised into priorities, nor are strategies clearly set out for improvement so that it is difficult to direct resources to areas of most need.
- There are gaps in the school's provision for information and communication technology. It is not used sufficiently to raise standards in some subjects and pupils are not yet assessed in their skills. *(This is a current priority for development in the school.)*

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997, when a number of weaknesses were identified. Since then the school has made good progress in addressing these. Pupils are now closely tracked in their progress towards targets for English and mathematics and teaching is now monitored and has improved substantially. The Foundation Stage is much better. Both curriculum planning and the school's provision for information and communication technology are much improved, although the latter still has

weaknesses. The former headteacher and current deputy have shown very good leadership in bringing about these improvements. Standards among seven-year-olds have improved substantially and pupils' achievements by the age of eleven in mathematics have also improved so that they are now close to those in English and science. There is a strong commitment throughout the staff to improve and succeed. Overall, the school is well placed to improve further.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' standards by the age of eleven have been well above the national average, particularly in English, for some years, but mathematics standards were not, until recently, as good as those of English or science. In 2002, standards fell to below the national average in both English and science and were well below the average for schools with similar social and economic contexts. However, the group taking the tests in 2002 was not typical of the school in that it was considerably smaller and a high proportion of pupils had special educational needs that particularly affected their English. The results are above average, and well above in mathematics, when compared with schools nationally that had similar standards among seven-year-olds four years previously. An analysis of these pupils' progress from the national tests at the age of seven also shows that it was good. The improvement in mathematics compared to other subjects was due in part to extra training and support provided in 2001 to address this relative weakness. The school exceeded its 2002 target for mathematics but fell short of it in English.

Standards at age seven have been rising over several years to be well above the national average in reading, writing and mathematics by 2001. Standards in 2002 remained well above the national average in reading and mathematics and above in writing. Reading and writing standards were in line with those in similar schools while their standards in mathematics were well above.

Standards among seven-year-olds seen during the inspection are well above the national average in reading, writing and mathematics. By the age of eleven, they are above average in English, mathematics and science. Pupils are achieving well in these subjects throughout the school and some are doing very well in English. Pupils with special educational needs as well as those who are able and gifted make good progress. By the age of eleven, pupils achieve above the national expectation in design and technology, aspects of information and communication technology, history, physical education and music. There are no subjects where pupils' achievements are unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school life, are keen to learn and take a full part in the activities provided.
Behaviour, in and out of classrooms	Good. Pupils behave well in classes, and around the school they are polite and friendly. There is very little bullying and pupils understand how their actions can affect others.
Personal development and relationships	Good. Pupils readily show initiative, take additional responsibilities within class and work independently when required. Relationships throughout the school are very good.
Attendance	Satisfactory. The rate of attendance is about the national average and unauthorised absence is below average.

TEACHING AND LEARNING

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

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

Overall, teaching is good throughout the school and some is very good and excellent. There is none that is unsatisfactory. The teaching of English and mathematics is mainly good in all years and some is very good. The National Strategies for Literacy and Numeracy have been implemented well and a very good feature is the way pupils are encouraged to develop their literacy skills within most subjects so that they write in a variety of styles and for a range of purposes. Teaching in the Foundation Stage is very well structured, the learning environment is well organised and resources are used very effectively to enable pupils to make choices and work independently and as a result they learn very well. Teachers plan and structure their lessons carefully around clear objectives and adapt group activities to ensure that all pupils are appropriately challenged. Lessons are interesting and lively so that pupils want to learn. Questioning is used to very good effect. Pupils recall and consolidate what they know and explain the reasoning behind their answers. They are managed well, behaviour is good and time is used effectively. Those with special educational needs are supported effectively by learning-support assistants so that they take a full part in lessons and learn well. Homework is regularly and appropriately set but marking varies in quality, the best being in English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is very good for children in the Foundation Stage. The school's curriculum is socially inclusive and meets the interests, aptitudes and needs of all pupils. Residential and other visits, visiting speakers and extra-curricular clubs further enrich the curriculum.
Provision for pupils with special educational needs	Good. Individual education plans give clear guidance and are regularly reviewed. Learning-support assistants and other helpers effectively enable these pupils to take a full part in lessons and make good progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good overall. The provision for pupils' spiritual development is satisfactory. It is very good for social and moral education. Pupils work co-operatively and respect each other. They take responsibility within classes but opportunities for taking additional responsibility around the school are under-developed. The provision for cultural education is good.

	Pupils learn about their own and other cultures through visits, links with schools in other countries and events such as Arts Week.
How well the school cares for its pupils	Well. Procedures for ensuring pupils' safety and welfare are good. Teachers and support staff know their pupils well and closely monitor their personal development. Arrangements for assessing pupils' attainment and progress in English and mathematics are very effective.

The school works well with parents. Many help the school and children's learning in a variety of ways, through the active Parent Teachers' Association and directly in classrooms. Reports of pupils' progress are informative and parents are involved with their children's curriculum targets each year. They readily approach teaching staff if they have any concerns.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The new headteacher has made a good start and is very well supported by his deputy. Together they promote close teamwork throughout the staff and provide clear leadership and direction.
How well the governors fulfil their responsibilities	Well. The governing body is led well by the chair and vice-chair. Governors are closely involved and know the school well. They critically and constructively monitor and challenge the school.
The school's evaluation of its performance	Satisfactory. Teaching is monitored and supported and pupils' achievements are tracked and compared to national benchmarks. However, the role of subject co-ordinators is under-developed.
The strategic use of resources	Satisfactory. Support staff and resources are deployed effectively and the school's finances are managed well. Priorities in the school's development plan are not clear enough to guide the use of financial resources.

The accommodation and learning resources are adequate to meet curriculum needs. The school has extensive grounds that enhance pupils' learning and are well maintained by the site manager. Teaching and support staff are well qualified and very hard working and have a range of expertise that meets curriculum needs. The school has embraced the principles of best value well. It compares its standards with national benchmarks and takes action, consults on key developments and seeks good value for money when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like coming to school Behaviour is good and children make good progress. The school is helping children to mature and promotes good attitudes and values The teaching is good There are an interesting range of extra-curricular activities, clubs and visits 	<ul style="list-style-type: none"> Some parents feel that the school does not work closely enough with them Parents would like more information about their children's progress, although they feel that written reports are good. Homework

Inspectors agree with parents positive views of the school. Inspectors think the school has good links with parents. They can approach teachers informally as well as at regular meetings but the school is

considering how to improve these further. Appropriate homework is set regularly, especially for older pupils and extends the learning in lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school in the reception class in either September or January depending on their age. Most have benefited from nursery provision from one of two local nursery schools. The children's attainment on entry is wide ranging and typically above average at present, especially in social skills. However, there have been considerable variations from one year to another; for example, there are large variations in the proportions of boys and girls in some year groups, and the proportion of pupils on the register of special educational needs is significantly higher in the current Years 5 and 6, and was very high amongst the group that left the school in summer 2002.
2. Children of all abilities in the Foundation Stage achieve well because very good provision is made for them. This is a strength of the school. Activities are demanding and imaginative so that all pupils are stimulated and challenged by the range of structured tasks provided. They are likely to exceed the nationally expected levels in all areas of learning by the end of their reception year.
3. In the national tests for seven-year-olds the school's standards have risen considerably since the last inspection, from below the national average in 1998 to well above in 2002 in reading and mathematics and above average in writing. In comparison with schools with a similar proportion of pupils eligible for free school meals, there is a similar pattern of rising standards since 1998, although the results for 2002 were not quite as good as those for 2001, particularly in pupils' writing. Standards were well above those of similar schools in mathematics but in line in reading and writing. Over the years, there has been quite a marked difference between the achievements of boys and girls, with girls achieving significantly better, especially in mathematics, until 2002 when the gap closed. The school is aware of this difference and has been trying to address it for some time.
4. The results of the national tests for eleven-year-olds show a pattern of standards well above the national average in English since 1998 and also well above in science in most of those years. Standards in mathematics have been consistently lower, at about average. Comparisons with schools with a similar proportion of pupils eligible for free school meals show a similar pattern in standards; for example, high in English in 2001 and well above average in science, while mathematics was above average. As with seven-year-old pupils, there has been a pattern of better achievement amongst girls in English and science, though not in mathematics.
5. The 2002 results show a marked contrast in the standards of eleven-year-olds in English and science compared to previous years. The results were well below the average for similar schools (based on the proportion of pupils eligible for free school meals), while mathematics was better but still below average. The school fell short of its target in English but exceeded it by some margin in mathematics. However, this particular year group was much smaller and not typical of the school in its range of abilities. About two fifths of these pupils had special educational needs, with particular needs in English. When their standards are compared to those in schools with a similar range of prior attainment at the age of seven, the results were above average and well above in mathematics. An analysis of these pupils' achievements compared to their standards at the age of seven also shows that their progress was good. The pattern of better achievement amongst girls has continued in English.

6. Inspection findings confirm that the school is maintaining the good achievements of previous years. By the age of seven pupils achieve well above average standards in reading, writing and mathematics. Pupils of different abilities, including those with special educational needs and the more able make good progress. By the age of eleven pupils are likely to achieve at least above average standards in English, mathematics and science and some well above. Taking account of pupils' prior standards, they are achieving well in all of these subjects. The school is likely to exceed its target in English and come close to meeting it in mathematics in 2003.
7. There are several reasons for this success. The school provides a well-planned and stimulating curriculum that is enriched by good use of the wider community and with parental support in many classes. Pupils are closely tracked in their progress in English and mathematics and short-term curriculum goals are shared and reviewed with pupils and their parents. The school has also focussed staff training and consultancy on mathematics to address relative weaknesses evident in previous years and this is showing signs of success both in the results for 2002 and in pupils' achievements seen during the inspection.
8. Pupils develop good skills in speaking and listening as a result of the many good opportunities provided by their teachers to respond to questions, explain their reasoning and share their ideas. Pupils listen to their peers and to teachers, sustain their concentration during class discussions and willingly volunteer to speak in front of the class. Teachers introduce new technical vocabulary well in all subjects and this helps pupils to assimilate these terms into their own language. Pupils are achieving well above average standards in their reading by the age of seven. They acquire a love of books as they mature and are regularly guided in their reading by teachers, assistants and parent helpers. By the age of eleven, reading is above expectations and a significant minority are showing high levels of reading skills.
9. Writing skills are also well above average for pupils aged seven. They make a good start in the reception class, quickly learn about sentence structure and basic rules and their spelling of simple words is good by Year 2. Standards of handwriting are good overall because pupils regularly practise forming their letters. Teachers encourage pupils to apply their literacy skills in many subjects for a wide range of purposes and styles so that they develop an increasing sense of audience as they mature. Good use is also made of information and communication technology to develop pupils' writing. By the age of eleven pupils achieve standards of writing and spelling above expected levels and some examples of extended writing are very good.
10. Pupils of all abilities develop good skills in numeracy as they move through the school and learn to think logically and creatively when solving problems. The National Numeracy Strategy has been implemented and has helped raise standards significantly over the past year in particular. Pupils develop good mental calculation strategies because teachers encourage them to reflect and compare methods and to use the most efficient. Mathematical vocabulary is taught well so that pupils quickly assimilate it into their language. By the end of Year 2, all understand place values within numbers to 100 and can count in multiples. Most add and subtract numbers up to 20 mentally. They quickly learn to write formal methods of written calculation using symbols. By Year 6 they are competent enough in all four operations to solve problems in a range of contexts, involving fractions and decimals. Many can describe patterns and relationships such as square roots in numbers. Pupils process, analyse and represent data graphically in a variety of ways and using computers in later years. They apply

their numeracy skills in a number of subjects and contexts to estimate, measure, calculate and present data graphically.

11. Pupils achieve good standards in science throughout the school. By the age of eleven, they have a good grasp of key concepts in science and apply scientific vocabulary appropriately. Almost all are able to devise a fair test in their investigations by Year 6, and the more able evaluate their experiments and suggest improvements.
12. Pupils acquire good basic skills with computers that enable them to research and present information in a variety of forms. By the age of seven, all pupils understand how devices can be programmed to follow a sequence of instructions. However, some gaps in the school's provision result in skills such as these not being developed sufficiently in later years and pupils do not apply them sufficiently in some subjects. Despite this, by Year 6, pupils' standards are above the national expectation in aspects of information and communication technology such as communicating information in a range of media and this is a significant improvement since the last inspection.
13. In most other subjects, pupils achieve well and their standards by the age of seven and eleven are above expectations; for example, in design and technology, history, music and physical education. There are no subjects where standards are unsatisfactory. Overall, the standards achieved in most subjects show a considerable improvement since the last inspection.
14. Pupils with special educational needs and those with statements make good progress. Their education plans are detailed and show clear target areas for improvement. Learning-support assistants are effective in their support for these pupils in class and teachers adapt work well to pupils' needs so that they take a full part in lessons. Although there have been significant differences between the achievements of boys and girls in past years, these differences have been closing, particularly last year, and there are none that were seen during the inspection.

Pupils' attitudes, values and personal development

15. Pupils have very good attitudes to school, as was the case at the time of the previous inspection. The youngest children in the reception class are confident about leaving parents and carers in the morning. They know and comply with the class's morning routines, stowing lunch-boxes, hanging up coats and settling down on the carpet with a book to await the start of the day. They respond well to the warm supportive atmosphere and clear procedures in the classroom. Older pupils demonstrate considerable enthusiasm for their school. Asked what they thought of it, a group of a dozen pupils of all ages said spontaneously 'We love it!' This enthusiasm is manifested in the support for the wide range of extra-curricular activities. In lessons, pupils respond very well to high expectations, positive management and challenging tasks.
16. Behaviour is good. There have been no exclusions over the preceding twelve months. In lessons, pupils are polite and co-operative. They move around the school in an orderly fashion and are appropriately respectful during assemblies. Play is lively and energetic, but no challenging behaviour was seen. Pupils are open and friendly with visitors. The school's buildings, equipment and grounds are treated with care. The school is an inclusive community; pupils of all ages and both sexes mix, and there is no evidence of any harassment directed towards any group of children.

17. Pupils' personal development is good. In assemblies and religious education lessons, pupils show respect for others' beliefs. They display a positive commitment to social and moral values. In classes most pupils have duties, which they carry out efficiently. Older pupils respond well to opportunities for independent research at home although the school library tends to be used for that purpose mainly when classes are timetabled. Pupils are happy to take responsibility for aspects of school life, such as becoming school councillors, but there is scope for older pupils to take on further responsibilities of that sort.
18. Relationships are very good and a strength of the school. There is a strong sense of rapport in classrooms between pupils and adults; learning-support assistants play a significant role in this regard. These positive relationships contribute significantly to the good behavioural standards seen and pupils' enthusiasm for school. Relationships are further enhanced by the wide range of extra-curricular activities. Pupils get to know teachers other than their own and see them in situations other than the classroom. Relationships between pupils are very good; parents who had recently moved to the area felt that pupils played a significant role in helping new children to settle. Older pupils have a caring attitude to younger ones; several instances where older pupils showed spontaneous kindness towards younger ones were observed.
19. Attendance is satisfactory. Unauthorised absence is well below national average. Pupils are punctual in arriving at school; the only lateness problems are occasioned by delays affecting the six buses which serve the school

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. Overall the quality of teaching and learning is good with some very good features. Teaching in the Foundation Stage is very good and a strength of the school. The teaching of both infant and juniors is mainly good but with some that is very good at both stages. Over four fifths of lessons are good or better and two fifths are very good. There is no teaching that is unsatisfactory. The teaching of most subjects is also good and in some, such as English in Years 3 to 6, it is very good. These findings confirm parents' views of teaching quality. At the time of the last inspection, teaching was judged to be satisfactory and there was some that was unsatisfactory.
21. These good improvements have come about because teaching is now closely monitored and supported through the school's arrangements for performance management. This was a weakness at the time of the last inspection. There is also a particular focus on developing the teaching of English and mathematics to guide the implementation of the National Literacy and Numeracy strategies. Additional training focussed on mathematics last year to address weaknesses in the performance of eleven-year-olds in previous years. A particular feature of the implementation of the National Literacy Strategy is the way teachers ensure that pupils develop their writing skills across most subjects so that they learn to write in different styles and for a range of purposes.
22. Teaching in the Foundation Stage is very good and there is some that is excellent. The learning environment is well organised and resources are used very effectively to enable children to make choices and work independently. Activities are carefully structured, adapted for their different abilities and focussed on clear outcomes for their learning. Children are managed very well so that they work productively in a caring and supportive climate. For example, in class discussion about letter sounds, all pupils learned to associate particular letters with their sounds by using letter fans to show their understanding to their teacher.

23. Teachers plan lessons around specific objectives that cover both knowledge and skills. Lessons are structured well and a variety of strategies are used to adapt the level of demand to pupils' abilities. For example, teachers skilfully increase the difficulty of questions and tasks during mental/oral work in the early part of mathematics lessons. The key areas of learning are followed up effectively with well-structured group or individual activities that are matched well to the abilities of different groups. Year 5 pupils identified features of recounted texts such as a diary in their English lesson. The more able pupils extracted information about characters and described features of the text such as its use of the past tense and the fact that it was written in the first person and written in the order in which events happened. Less able pupils looked for evidence of how the diarist was feeling, supported well by a learning-support assistant. The closing sequences are less effective in some lessons. Occasionally, teachers simply run out of time and opportunities to re-enforce key points and share problems encountered are missed. However, there are some examples of good use of a plenary to recap the key points of learning and to develop pupils' thinking in readiness for the next stage in their learning.
24. Reasons why pupils learn well in most lessons are that the work is appropriately demanding and the pace is good. Teachers have high expectations of pupils, in terms of both productivity and of their behaviour. They also encourage pupils to work independently and with partners from an early age. Relationships throughout are very good and pupils are usually managed well so that very little time is wasted in ensuring that they are attentive and focussed on their work. In a small minority of lessons, pupils start to chatter and sometimes get over-excited during class discussions. As a result the pace slows while the teacher regains their full attention.
25. A strong feature of many lessons is the way teachers use questions effectively to recall what pupils know and understand and to challenge them to reason and explain. Pupils in Year 2 in design and technology made toys on a nursery rhyme theme that used winding mechanisms. Through discussion and very skilful questioning from their teacher, they identified some criteria on which to evaluate their finished toys and most were able to suggest how they could improve their work further as a result.
26. Teachers pay close attention to the introduction of new technical terms as a routine part of their planning and, as a result, pupils quickly assimilate new terms into their language. Year 6 pupils investigated ways of obtaining pure water from salt water in their science lesson. Their teacher constantly referred to terms such as 'evaporation', 'saturation' and 'condensation' and expected pupils to do the same as they explained what they observed in their experiments. Resources are used effectively to illustrate learning points and to assist pupils when they are working independently. For example, resources such as number lines, squares and counting cubes are provided for those pupils who need them to help them in their number work. In some lessons, especially with younger pupils, parent helpers provide additional support for pupils so that all groups in the class have a helper with them and this makes a significant contribution to their learning.
27. Teachers meet the needs of pupils with special educational needs through good quality support and, in most lessons, with tasks matched appropriately to their needs. The part-time co-ordinator of special educational needs (SENCO) has a good understanding of special needs within the school and liaises well with teachers and support staff. Learning-support assistants work well with class teachers and provide good and at times very good support for pupils. They are informed of lesson content in advance, contribute to the assessment and monitoring of pupils' progress and in most

cases provide pupils with an appropriate blend of help and challenge. Support for pupils with 'statements' of special educational needs is good and pupils with special educational needs are very well integrated into the school community. A particular feature of the school's provision is the expert support provided by an experienced teacher of dyslexic children who works voluntarily in the school on two mornings per week and supports a small group of pupils with intensive exercises.

28. Homework is set in many lessons, especially for older pupils, and effectively extends the learning in lessons. For example, pupils in Year 6 who are learning to analyse, represent and interpret data, collect information through surveys to analyse and present graphically. Pupils regularly take books home to read. Teachers' marking varies in quality. The best marking is in English where correction is accompanied by useful comment and guidance on how to improve. Some marking is mainly ticking with praise but little evaluative comment.

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

29. The school's quality and range of learning opportunities are good overall. The curriculum is socially inclusive and meets the interests, aptitudes and needs of all pupils well, including those with special educational needs. Since the last inspection there has been good progress in curriculum provision. Weaknesses that were identified as a key issue at the time of the last inspection have been dealt with well.
30. The provision for children in the Foundation Stage has been considerably improved since the last inspection and is now very good and a strength of the school. Medium and short-term planning is firmly in accordance with the Early Learning Goals and promotes all the areas of learning very well. Children are given good opportunities for focussed learning tasks and for child-initiated activities. The teacher's planning allows very well for the varying needs of the children and ensures good progress as they move from reception to Year 1.
31. The curriculum for pupils in the infants and juniors is good and meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The school has designated sufficient time for each subject and ensures good breadth and balance across the curriculum overall. All subjects have policies and schemes of work that are revised regularly and used well to guide teachers' planning. Medium-term planning is presented to a common format and learning intentions are clearly linked to the programmes of study of the National Curriculum. When identifying learning objectives for lessons, in most cases there is an equal emphasis on imparting knowledge and the development of skills. However, the current planning format was only fully implemented at the start of the term and has yet to make its full impact on standards. Across the curriculum, time is used well to ensure the maximum opportunity for pupils to engage in learning. A weakness in the curriculum planning is the provision for information and communication technology, which is not yet fully included to enhance learning in all subjects.
32. The National Strategies for Literacy and Numeracy have both been implemented well, particularly the National Literacy Strategy. Teachers have a secure knowledge of each strategy, and assessments are used well to identify pupils in need of additional booster lessons.
33. The school makes good provision for pupils' personal development through a planned programme of study. Issues are dealt with mainly in regular timetabled sessions but also separately and informally as they occur, and as part of the wider curriculum.

Pupils receive instruction in health and safety matters and are made aware of drugs and alcohol misuse.

34. Arrangements for identifying and supporting pupils with special educational needs are good. A detailed and comprehensive register of special educational needs is kept by the co-ordinator for special educational needs (SENCO) and appropriate individual educational plans (IEPs) are provided for pupils on the register, written by the SENCO following consultations with pupils, teachers and parents. The provision of additional support for pupils with statements of educational need is of good quality. The positive atmosphere of the school promotes the effective inclusion of pupils with special educational needs in every aspect of school life.
35. There is a very good range of extra-curricular activities that provide all pupils with the opportunity to develop new skills and knowledge across a broad range of recreational areas. These include French, soccer, recorders, gardening and homework clubs and are all well subscribed.
36. Pupils' learning benefits from very good links with the local and wider community. They play a full part in community events. For example they make an annual contribution to the local arts festival and have been involved in a community project to produce new maps of the parish. There are regular visits linked to curriculum plans, for example to the Houses of Parliament and London museums, and locally to houses of historical interest. Local businesses offer valuable support for the work of the school. Links with local schools are also very good, with regular meetings between the reception teacher and the nursery and play school and close liaison with the main feeder secondary school, which ensures that transitions are smooth.
37. The school's provision for pupils' personal development is good, an improvement upon the generally satisfactory position at the time of the last inspection.
38. Provision for pupils' spiritual development is satisfactory. The tone is set when visitors enter the building, where they are confronted with a display panel in which pupils express hope for peace and forgiveness. Pupils are developing an awareness of other people's beliefs, as was seen, for example, in a Year 2 religious education lesson, in which a Jewish parent talked to pupils about the significance of her religion. The school grounds and the surrounding Dartmoor environment are used to inspire a sense of wonder as seen when pupils search the grounds for mini-beasts. Pupils are introduced to abstract concepts; their study of their own village was entitled 'A Sense of Place', suggesting that there is more to a village than history and geography. Although the school is a voluntary controlled Church of England school, there is not a strong sense of spirituality or time for reflection in assemblies.
39. Moral provision is very good. In discussion with a group of pupils of all ages it was clear that they understood and appreciated the school's behaviour code. They knew that difficult areas, such as friendship, could be raised and discussed in their circle-time sessions. (Circle time is an opportunity for pupils to discuss social and moral issues in a structured but informal and non-judgemental manner). Pupils are developing a clear understanding of right and wrong. The discussion and adoption of classroom rules help pupils to develop an understanding of common values. Religious education lessons contribute to pupils' moral development. For example, when Year 6 were considering the story of the Good Samaritan, they realised that 'We must not simply help those that we like'. Year 3 pupils showed a grasp of moral principles in their discussion of the treatment of farm animals and the issues arising from intensive farming.

40. Pupils' social development is very well promoted. School staff are themselves very good examples of co-operative working. Pupils are encouraged to work together in groups and pairs. They show care for the school premises and a special concern for the natural environment. The school council provides an opportunity for pupils to work together for the benefit of all and to appreciate the needs of others. Most pupils have classroom duties. There is, however, scope for giving older pupils more opportunities for school-wide responsibility. Pupils have a well-developed sense of community and take part in a wide variety of community activities. They raise money for charity and, following a visit to the school by their MP, have visited the Houses of Parliament. Their participation in World Food Day helps them to consider social issues in a wider context.
41. Cultural development is good. Pupils learn about their own local heritage through studying their own village and its church. They have looked at Dartmoor's industrial past during a visit to Morwellham Quay on the Tamar and in a visit to the Dartmoor rural-life museum. In looking at World War II in history they have considered the effect of the blitz on Exeter. Music is promoted through the school's Silver Band, which performs to the village community and the recorder clubs. Theatre companies visit school and the amphitheatre in the school grounds was the scene of an open-air production by pupils of *Romeo and Juliet*. European culture is promoted through a French club (and in previous years, visits to the village's twin town in Normandy) and Year 6 pupils studied the culture of ancient Greece when they were in Year 5, developing it further this year. Pupils were given the opportunity to participate in a number of cultural activities during a Literature Arts Week in which stories from Australia, India, Africa and Japan were interwoven into the curriculum. This, together with the link with a school in Uganda, effectively exposes pupils in a strongly mono-cultural environment to multi-cultural experiences.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school's provision for child protection and for ensuring pupils' welfare is good, an improvement on the provision noted at the time of the last inspection. The headteacher is responsible for child-protection procedures; other staff are aware of the action to be taken in cases of concern. All necessary health-and-safety procedures are laid down. The premises are inspected regularly by members of the governing body and risk assessments are carried out. Contracts are in place for the regular inspection of fire equipment, electrical items and physical education and play apparatus. There are good arrangements for pupils' medical care, and staff know how to help them with particular conditions such as allergies. The school is involved with the Healthy Schools project, which promotes pupil welfare through healthy diet, constructive play and up-to-date drugs-awareness material.
43. There are satisfactory procedures for monitoring attendance. Registers are examined regularly and, in cases of unsatisfactory attendance, the services of an education welfare officer are available. Whilst some families do take holidays in term-time, the number is not great enough to cause the school a problem. Punctuality is usually good, although bus delays can cause significant problems (Six different buses serve the school). The headteacher is in discussion with bus operators to seek to minimise disruption.
44. The school has good procedures for monitoring and promoting good behaviour. The good standards of behaviour seen during the inspection (and remarked upon by parents) flow chiefly from the school's positive atmosphere. Pupils respond well to the

staff's high expectations of behaviour and the very good, supportive relationships between adults and children. The school's strong work ethic promotes good behaviour. Each class has its own class rules, negotiated and agreed by pupils and teachers at the beginning of the school year. Sanctions and rewards vary from class to class. Despite these variations, the staff's approach to behaviour is consistent. Pupils are clear about the particular systems operating in their classrooms and think that they are fair. Parents and pupils alike say that bullying is rare and that any instances are dealt with swiftly.

45. The school is a very inclusive community. All pupils can be involved in the range of activities, regardless of gender. Whilst there are presently no pupils from ethnic minorities, the school promotes positive attitudes to other faiths and cultures, as was demonstrated when a group of Ugandans visited the school to talk about school life in their country.
46. There are good procedures for monitoring and supporting pupils' personal development. As part of the school's good procedures for assessing pupils' progress, teachers keep track of their personal development. General targets, including those pertaining to attitude and application to work, are set together with the academic targets in English and mathematics. Much of the personal support, however, is informal and derives from the good knowledge staff have of, and the very good relationships they have with all their pupils. Teachers know, for instance in which extra-curricular activities their pupils take part in.
47. The school has good systems in place for assessing pupils' attainment and progress in English, mathematics and science and the data obtained is used satisfactorily to guide planning. Good progress has been made in the school's procedures since the previous inspection when the use of assessment to set targets for pupils was a Key Issue.
48. Teachers know their pupils well and much useful assessment is done on a short-term, day-to-day basis, with examples during the inspection of teachers amending their weekly planning on a daily basis, based on pupils' progress. The school undertakes all statutorily-required formal assessments of its pupils and a range of additional non-statutory tests and assessments, including 'optional' yearly tests in English and mathematics, standardised reading and spelling tests and a regular series of assessed writing tasks undertaken for each child's 'Progress Book'. However, assessment systems for information and communication technology and for the foundation subjects are less well developed and as a result do not influence planning for these subjects sufficiently.
49. The information gained from testing is used effectively to track children's progress as they move through the school and to check for 'added value'. It is used well to identify and support pupils with special educational needs and to group pupils needing additional support or challenge in English and mathematics. The results of national tests in English, mathematics and science and other standardised tests are analysed carefully to identify trends and the way pupils answer test questions is scrutinised carefully by subject co-ordinators in order to identify weaknesses that need to be addressed. As a result of this analysis a number of successful changes have been made – for example, a whole-school initiative to improve pupils' performance in mathematics was introduced following the analysis of tests for eleven-year-olds indicating that pupils were not doing as well as they should.
50. Data is used well to set individual targets in reading, writing and mathematics and

pupils are made aware of these through individual consultations. Information and communication technology is being used satisfactorily to analyse assessment data but systems are still developing and co-ordinators have insufficient non-contact time to ensure that agreed systems and the very good practice evident in some classes are consistently applied throughout the whole school.

51. There is good use of assessment procedures to identify pupils with special educational needs. The data obtained is used well to provide well-targeted support for pupils with learning needs, particularly in the areas of literacy and numeracy, and in a number of cases for behaviour difficulties. The special-needs co-ordinator maintains a comprehensive register of pupils with special educational needs and there are appropriate procedures for placing pupils on the register. An indication of the success of the school's provision is that pupils may also move off the register after a period of support as well as go on to the register. The school has adopted the new requirements of the Revised Code of Practice for special needs appropriately. The school adequately meets the requirements outlined in pupils' statements of educational need.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school's links with parents are good, which represents an improvement upon the situation at the time of the last inspection. Information about school and pupils' progress is good. The school prospectus is comprehensive and written in plain jargon-free language. Meetings are arranged for new parents and children, to ease the move to full-time education. Parents are kept fully informed about school events by regular, easy-to-read newsletters. Teachers tell parents termly of the topics their children will be studying. There are now three formal consultation opportunities; parents are involved in discussing pupils' targets in the autumn term, and from this year, parents may review their children's progress with teachers in the spring term as well as in the summer. Pupils' reports are good, providing a detailed analysis of their achievement, subject by subject, together with factual information, such as reading ages and the National Curriculum levels at which the children are working in English and mathematics. Parents regard children's reports as very informative.
53. Parents' involvement has a very positive impact upon the work of the school. They provide additional supervision on school trips and voluntary help in the school grounds, by helping to keep the gardens tidy, for example. Parents make valuable contributions in lessons as was seen, for example, in a religious-education lesson, in which a Jewish parent brought Sabbath and Passover traditions to life. Parent helpers in school are well briefed and feel that their contributions are valued. Parents support the work of the school at home, and many made good use of children's home-school reading records as vehicles for dialogue. There is a lively parent-teacher association that acts as a social bridge between school parents and the community, and raises considerable funds for the school. The money is spent on musical instruments, improving the grounds, adventure play equipment, a greenhouse for the gardening club and refurbishing the library, thus directly enhancing children's learning.
54. Parents' views of the school are positive. An above-average number of parents responded to the pre-inspection questionnaire and, of them, the great majority consider that the school is helping children to become mature. They appreciate the wide range of after-school activities and think the teaching is good. Parents spoken to before and during the inspection particularly like the family atmosphere and caring ethos of the school. Concern was expressed by a significant minority about information on their children's progress and about how closely the school works with parents. Inspection evidence does not support those concerns.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The headteacher is new to the school, having taken up his post only five weeks before the inspection. He has already gained the confidence of staff and is beginning to form a clear view of the school's strengths and weaknesses. The leadership of the deputy is very good. He provides very good support for the headteacher and has led important developments in a number of aspects of the school's provision, including curriculum planning and assessment arrangements. Together they form an effective senior management team that is consultative and supportive of all staff. There is close teamwork evident throughout the staff and a strong commitment to improve and to succeed.
56. The school aims to provide a stimulating learning environment where all pupils achieve well and develop spiritually, intellectually, emotionally, physically and socially and it succeeds in almost all of these areas, although more should be achieved in pupils' spiritual development. Pupils learn in a caring and supportive atmosphere and are expected to do their best. The school closely monitors their personal and academic progress and reviews their achievements rigorously to ensure that it is providing a good education for all. For example, the school is aware of lower achievements in mathematics in the recent past and of differences in the achievements of boys and girls and has taken action to address these.
57. The headteacher and deputy form the senior management team. They meet frequently to discuss issues arising from their monitoring of the school's work. The composition of the senior management team and the role of key staff are under review. At present the Foundation Stage and Years 1 and 2 are not formally overseen and co-ordinated and the headteacher is rightly considering how best to ensure that their needs are taken fully into account in the management of the school.
58. The school has been working to improve its arrangements for monitoring and reviewing its performance, most elements are in place and overall, they are satisfactory. Teaching is monitored and supported through the school's performance-management arrangements with a particular focus on English and mathematics and pupils' progress towards their targets regularly reviewed with class teachers. The deputy compares the school's standards annually with a range of national benchmarks and ensures that staff and governors are informed of patterns in achievement. However, these processes have not yet been brought together into a fully cohesive programme of self-review and improvement. The role of subject co-ordinators in this process in particular is under-developed and the findings of the review are not yet analysed and combined to provide a complete picture of the school's strengths and weaknesses together with its aspirations.
59. The school cares well for its pupils who need particular care and attention. The part-time co-ordinator for special educational needs regularly reviews pupils' individual education plans (IEPs) and parents are kept very well informed of progress or any changes made.
60. Subject co-ordinators are enthusiastic and strongly committed to improving the delivery of their subjects. The leadership provided in English, science and information and communication technology is particularly good. The National Strategies for Literacy and Numeracy are being implemented well and there have been major improvements in the school's provision for information technology, which was a weak area. Some subject co-ordinators, especially those leading some foundation subjects, are not yet

using assessments of what pupils are doing well and where they can be better to guide their planning. They are also unsure of when their subject will be the focus for improvement, with additional resources to develop their subjects and to monitor the impact in classrooms, because the school's development plan is not sufficiently clear in its priorities.

61. The school's development plan does not provide sufficient clarity to effectively manage improvements in the school or set out its longer-term goals and ambitions. Planned over three years, it includes a long list of actions to be taken by staff and governors in the form of a calendar, but with no clear priorities across the years or coherent strategies for achieving improvements. As a result it has been difficult for staff and governors to allocate financial resources strategically to those areas in most need and in the light of a full picture of the school's strengths and weaknesses. The governors have also worked hard with staff and the local education authority to provide a vision for the development of the school grounds within the local community but these goals and ambitions do not yet feature in the plan. The development plan requires drafting in a way that sets out more clearly the school's goals and ambitions over the foreseeable future, priorities for development over time and indicators of success with a clear strategy for achieving each priority.
62. The governing body fulfils its statutory responsibilities well. It is led well by the chair and vice-chair and is organised into effective committees that meet regularly and report their deliberations to the full governing body. The governors are experienced and between them bring a wealth of expertise to the school. They are well informed about the school through their regular visits and reports from subject co-ordinators, the headteacher and the deputy. They also consult informally with the local community on their perceptions about the school. Governors are very supportive but also challenge what the school achieves, for example, in ensuring that staff training and expert consultancy were used to address weaknesses in mathematics standards in 2001. Their annual report to parents provides much valuable information about the school's provision and achievements and meets statutory requirements.
63. The school's strategic use of resources is satisfactory. The budget is closely monitored by the finance committee, financial controls are effective and very small amounts are typically carried over into the next year. The last Auditor's Report found financial systems to be sound, with only minor improvements required that have now been implemented. Governors look ahead to potential changes in funding and plan contingencies to meet them. For example, the school has recently had to manage a substantial fall in its budget as pupil numbers dropped this year, but has done this well. However, governors have found it more difficult to direct resources strategically to key areas without a full picture of the school's strengths, weaknesses and priorities and they are not yet systematically evaluating the impact of their spending decisions.
64. The school's commitment to the principles of best value is good. Governors consider several tenders for contracts when they arise and the school's secretary and staff look at a range of suppliers to achieve good value for money when purchasing. The school rigorously reviews its achievements and is consulting on the service it provides for the community and how it might develop through a new building programme.
65. The school is effective in providing a good education for its pupils, especially the good teaching, and as a result pupils achieve well. The school's socio-economic circumstances are good but its spending per pupil is about average compared to primary schools nationally. It provides good value for money.

66. Arrangements for the induction of staff new to the school and for staff development are satisfactory, although the arrangements are relatively informal. Half the staff joined the school over the past two years and all feel well supported by colleagues and have settled well. Arrangements for the performance management of staff are in place. All teachers have objectives for their performance linked to their pupils' achievements and to a school objective that are monitored regularly with their team leader. The school's performance-management arrangements form a key part of its improvement strategy and are helping raise standards. Training is linked to priority areas through this process, although teachers are not disseminating their learning from external training to the staff, nor is their training yet evaluated in terms of its impact on the school's provision. Effective support and development for trainee teachers are provided through the school's well-established links with Plymouth and Exeter Universities. Several trainees are involved with the school annually, although none were in school during the week of the inspection.
67. Teachers and support staff have a range of expertise between them that meet curriculum demands well. Support assistants are committed and work well with teachers in classrooms. The school secretary is very experienced, well qualified and trained. She provides a welcoming first point of contact for parents and visitors and manages the school's financial systems and the database of staff and pupil information very effectively. Lunchtimes are well ordered and safely managed by supervisors alongside duty staff.
68. The school's accommodation is satisfactory. The buildings are spacious (It was originally a secondary school) and the grounds are extensive. Most classrooms are more than large enough for the numbers and ages of pupils. The hall is big enough to accommodate whole-school assemblies and there is a recently-created library and computer suite, occupying bright, cheerful rooms. Despite the size of the building, there is inadequate storage. Physical-education equipment and musical instruments are kept in corridors. The outdoor accommodation is good and enhances pupils' learning. For example, there is adventure-play equipment, a greenhouse for the gardening club, an amphitheatre in which summer drama performances are produced and a wild area, which facilitates environmental studies, such as the examination of mini-beast habitats. The premises are unsuitable for wheelchairs. There are numerous steps, both to the building and inside the building and the school has yet to arrange an audit of disabled access.
69. Learning resources are satisfactory. The Foundation Stage is well resourced, as is science. All other subjects are satisfactorily resourced. Whilst the number of computers is adequate, there are some shortages in both software and hardware, leading to gaps in curricular provision; for example, in music and science. Funding for subjects, particularly spending on consumables in subjects such as art, has been severely curtailed this year because of falling numbers of pupils, although this has not yet had any adverse effect upon curricular provision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to raise standards further, the headteacher, staff and governors should:
(Paragraphs in the report referring to these issues are provided in brackets)
- (1) build on the existing procedures for monitoring and reviewing the school's performance by:

- (a) linking them into a cohesive programme of self-review to provide a full picture of the school's strengths and weaknesses (58);
 - (b) developing the role of subject co-ordinators in reviewing the school's achievements and in monitoring and developing their subjects (60, 126, 130, 137, 153, 164).
- (2) Improve the school's development plan to ensure that areas for improvement and longer-term aspirations are clear, prioritised and linked to strategies for their achievement and ensure that resources are directed appropriately to these priorities (61, 63).
- (3) Further improve the school's provision for information and communication technology by:
- (a) closing some gaps in the school's curriculum and resources and providing training in these areas (31, 102, 110, 124, 138, 144, 153);
 - (b) assessing pupils' knowledge and skills to guide teaching and the subject's development (48, 141).

(Key Issue 3 is a priority in the school's development plan)

71. Minor issues the governors and staff may wish to take account of:

- Introduce a formal programme of induction for staff new to the school (66);
- Ensure that the outcomes of external training are disseminated to relevant staff and that the impact of training on the school's provision is evaluated (66);
- Further improve the school's provision for pupils' spiritual development (38);
- Improve arrangements for assessing pupils' standards in foundation subjects to guide planning (48);
- Undertake an audit of the school's accommodation for accessibility by the disabled and agree actions with the local education authority (68).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	18	23	5	0	0	0
Percentage	2	38	49	11	0	0	0

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

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)	0	173
Number of full-time pupils known to be eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.4
National comparative data	6.3

School data	0.1
National comparative data	0.7

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	15	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	11
	Girls	15	15	15
	Total	23	25	26
Percentage of pupils at NC level 2 or above	School	88 (96)	96 (96)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	15	15	16
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	96 (96)	100 (100)	100 (92)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	11	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	7
	Girls	8	9	10
	Total	13	16	17
Percentage of pupils at NC level 4 or above	School	65 (91)	80 (82)	85 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	7
	Girls	10	8	10
	Total	14	14	17
Percentage of pupils at NC level 4 or above	School	70 (79)	70 (88)	85 (88)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	164	0	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	10	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	21.1
Average class size	24.7

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	130

FTE means full-time equivalent

Financial information

Financial year	2001/2
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	£
Total income	410461
Total expenditure	415132
Expenditure per pupil	2025
Balance brought forward from previous year	9483
Balance carried forward to next year	4812

Recruitment of teachers

Number of teachers who left the school during the last two years	2.2
Number of teachers appointed to the school during the last two years	1.2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	183
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	43	6	1	0
My child is making good progress in school.	35	51	6	3	5
Behaviour in the school is good.	46	48	0	3	4
My child gets the right amount of work to do at home.	31	51	11	0	6
The teaching is good.	49	40	6	1	4
I am kept well informed about how my child is getting on.	31	48	14	4	4
I would feel comfortable about approaching the school with questions or a problem.	65	26	6	3	0
The school expects my child to work hard and achieve his or her best.	49	43	6	1	1
The school works closely with parents.	33	53	10	4	1
The school is well led and managed.	26	51	3	4	16
The school is helping my child become mature and responsible.	44	50	0	3	4
The school provides an interesting range of activities outside lessons.	45	48	4	3	1

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

72. Provision for children in the Foundation Stage is very good and is a strength of the school. This is an improvement since the previous inspection. Children in the reception class make good and often very good progress in their learning. The interesting and varied range of learning experiences, together with very positive relationships between staff and children and very good teaching, provide a stimulating environment. Children are made to feel secure and settle well into the school routines. The curriculum is good and promotes very well the Early Learning Goals in all areas of learning and development. As a result, all children, including those with special educational needs, have a very good start to their school career.
73. The teaching is always good in all areas of learning, is frequently very good and sometimes excellent. There is a clear link between the activities the teacher plans and what she wants the children to learn. Her explanations are careful and well paced and she makes sure that time is shared equally with all children. The main classroom and the additional room are well organised for children to make choices and work independently. She receives good support from the learning-support assistants and the adults all work together as an effective team to enhance children's learning. They establish very good relationships with the children and are good role models. This ensures that children 'blossom', are happy and relaxed and are able to benefit from activities. The teacher ensures that the children, including those with special educational needs, have full access to the areas of learning. All staff are caring and supportive. They are encouraging and good-humoured in their conversations with children and when necessary, they quietly reinforce the rules, praising and rewarding effort. Planned activities are always interesting, so children are excited and participate enthusiastically.
74. The co-ordinator, who is very new to the role, is hardworking and very efficient, with a very good knowledge of the Foundation Stage curriculum. Assessment procedures are good and used effectively to ensure that lesson preparation matches children's needs.
75. The classroom accommodation is used very well to enable children to move freely and have access to a wide range of challenging activities. Plans have been approved to enhance the secure outdoor play area in order to improve the opportunity for the continuous use of the outdoor environment as a learning resource.
76. There are very good links with the local playgroup and nursery school, which most children attend. As a result, children are very well prepared to settle quickly into school life and the teacher effectively builds on previous experiences. There are two intakes a year and currently ten reception children are in the class. In addition there are seven Year 1 pupils for whom work is carefully set in accordance with their abilities and needs. Care is taken to ensure that these pupils have the same opportunities as their peer group.
77. The results of tests carried out when children enter the reception class show that attainment is variable but generally just above nationally expected standards. Children achieve well. They make good and often very good progress in their learning. At this early stage of the school year almost all children are on course to have exceeded the Early Learning Goals in all the recommended areas of learning by the time they are ready to begin work in Year 1.

Personal, social and emotional development

78. Children exceed expectations in their personal and social development; they are well behaved and polite, and have a good awareness of simple class rules, which they obey readily. They are developing good listening skills and make good progress in their ability to concentrate on the tasks they are set. The teacher plans particularly effectively a variety of interesting tasks and activities, so that the children are interested, excited and motivated to learn. She ensures that there are good levels of support in the activities set during the day to develop co-operation amongst the children. Children are well aware that they are part of a group. They are increasingly prepared to take turns, to share and to help each other. This was evident when one child helped a partner to find the correct letter during a language activity. The focus of teaching helps children to become independent and they are encouraged to become self-reliant. For example, all children are encouraged to undress and dress themselves for physical education lessons, which they all accomplish with the minimum of assistance. Within the class, friendships are quickly developing and, although children have only been in school for a short time, all children are confident and happy in their new environment. They enjoy coming to school and are keen to participate in new experiences.

Communication, language and literacy

79. Children achieve above expectations in language and literacy. They make good progress because the quality of teaching is good. There is a well-planned focus on the development of language skills using relevant elements of the Literacy Strategy. Children develop their speaking and listening skills well through being encouraged to listen and talk at every opportunity. For example, during a discussion on the sequence of making salt dough a child was asked whether all the water is added at once. She responded very articulately, 'No, because you need to save some water for later.' Children hold their pencils correctly and all can write their own names independently. More-able children are beginning to use the correct initial sounds as they attempt to write familiar words. In most cases, children are well supported in their writing development. Occasionally, however, support staff intervene inappropriately, by writing a word before first letting the child attempt to write it independently. All children enjoy books and handle them with care. Most children have already embarked on the school's reading scheme and enjoy talking about the stories. They are beginning to recognise letter sounds and to remember a few familiar words. The teacher ensures that children are well supported in the development of their reading skills. They take books home each night to read to their parents and enjoy the weekly opportunity to make their own choice of book from the school library.

Mathematical development

80. Attainment in the mathematical area of learning is above average and children's numeracy skills are above expectations. For example, when singing the number rhyme 'Ten Green Bottles' most children can subtract mentally. In a lesson on subtraction the children are making very good progress because the teacher demonstrates the concept in a variety of ways. In addition, resources are used well to extend children's mathematical skills through well-planned, practical activities. The teacher's praise and encouragement raises the children's self-esteem so they are confident to try new activities and are not afraid to make mistakes. Almost all children can count back to zero from ten. They have begun simple addition and subtraction and can calculate 'one more than' and 'one less than.' Well-structured play encourages the development of

mathematical understanding and children use mathematical vocabulary increasingly accurately.

Knowledge and understanding of the world

81. Children learn well and have good knowledge and understanding of the world around them. They bring their knowledge of their own families and backgrounds to their imaginative play. A very good range of experiences develops children's knowledge of the wider world very successfully as they begin to learn about their own culture and those of other people. This was evident in an excellent lesson where children were learning about the Jewish festival of Sukkot. The teacher was building well on previous learning as she likened the festival to the Christian festival of harvest, which the children had recently participated in. The children were provided with a rich learning experience as they excitedly helped to turn the class role-play area into a sukkah and made lulavs to wave during the festival.
82. The outdoor area is used well to develop knowledge of the natural world. For example, children observed the school pond before creating their own in the class water tray. They began to take the first steps in scientific enquiry as they made a habitat for woodlice and observed them carefully using magnifying lenses. To successfully promote children's development in this area of learning, the teacher prepares interesting and motivating practical activities. This is the case, for example, when children make fruit and vegetables from dough, following a discussion on the necessity of healthy foods to keep us alive. Children are given frequent opportunities to use the class computer and can perform simple functions.

Physical development

83. Children are on target to exceed expectations by the end of the Foundation Stage. In their sessions in the hall they make very good progress through well-planned, challenging activities. For example, children improved very well their throwing and catching skills during the course of one lesson. They showed good awareness of space and responded immediately to the teacher's instructions as they first played a warm-up game. During this lesson the quality of teaching was very good. Children were very well motivated by the activity, one child clapping his hands with sheer enjoyment when given the opportunity to practise throwing and catching with a partner. The teacher was appropriately dressed in order to demonstrate techniques and her intervention directly improved individual performance; for example, children were directed to keep their eye constantly on the ball. By the end of the lesson all the children were able to throw and catch a large ball with a partner. About half could throw, bounce and catch the ball while moving round the hall. In the classroom, children use and manipulate tools and materials with growing confidence and dexterity. Fine motor skills are well developed; children fold, join build and successfully shape a variety of materials. This was evident when they used scissors with good control when cutting out leaf shapes.

Creative development

84. There are some good opportunities to develop children's confidence and skills and by the time they are ready to start Year 1 they have achieved well in creative development. Children are beginning to express their ideas through a wide range of materials. For example, they make spectacles linked with their topic on the senses. They choose the colour, select from a variety of materials for their designs and use suitable tools for their construction. In music, children are well motivated by the wide variety of

instruments and the good use of questioning extends their knowledge and understanding most effectively. All the children make good progress as they learn to identify the different instruments and the sounds they make. As with other areas of learning, lessons are well-planned and good resources are provided, which allow children to gain experiences in a wide range of activities.

ENGLISH

85. Pupils' standards in English by the age of seven are well above national expectations. In the 2002 national tests for pupils aged seven, the school's results in reading were well above those of pupils nationally. In writing, pupils' attainment was above the national average. In the 2002 national tests at the age of 11, however, overall attainment was below the national average. This is a dip compared to several previous years when standards were consistently well above national expectations. However, data on this group's prior attainment in the national tests taken at the age of seven shows that these lower-attaining pupils made good progress as they moved through the school and their achievements were above those of pupils in other schools with similar prior attainment.
86. Observations of the current Year 6 pupils work indicates that, although there is still a significant proportion of pupils with special educational needs, the majority are working at levels above national expectations and overall attainment by the end of the year is likely to be above national expectations in all areas of the curriculum. This constitutes a significant rise in standards in English at both key stages since the last inspection. From the time of their entry to the school, when most pupils are a little above average in their communication, language and literacy skills, to when they leave the school at eleven, most pupils have made good progress and a significant minority have made very good progress.
87. The school has implemented the National Literacy Strategy very well. Teachers have undergone appropriate 'literacy' training and have a secure knowledge of the strategy. The school has successfully adapted the recommended format of literacy lessons to improve provision in areas such as writing and spelling. Pupils with special educational needs make good progress in English due to well-focussed support and well-targeted group activities in literacy lessons. Pupils receive additional well-focused group support in 'booster' literacy groups and additional specialist support is provided for those pupils exhibiting symptoms of dyslexia.
88. Very good opportunities for speaking and listening are provided by teachers who systematically encourage pupils to talk and put forward their ideas during lessons. Most pupils listen very well to others and this ability to listen carefully to their teachers and peers, observed in many lessons during the inspection, has a significant, positive effect on pupils' progress. Pupils speak confidently, volunteering to go to the front of the class to read their work, for example.
89. In reading, a significant proportion of Year 2 pupils are achieving very well and demonstrate reading skills at a level well above those expected for pupils of their age. Overall attainment is well above national expectations for pupils at the age of seven. By the end of Year 6, overall attainment in reading is above expectations with a significant proportion of pupils reading at very high levels. Pupils read a wide variety of texts appropriate for their age and ability and show a developing and considerable enthusiasm for books. 'Big Books' and 'group readers', used for shared and class reading in literacy lessons and regular whole-class reading activities, include a good range of fiction with stories from a range of cultures, traditional stories and poetry and

factual books. As they progress through the school pupils acquire a love of books and develop a range of strategies and skills to enable them to tackle new words and understand text. Pupils are heard read regularly by their class teacher, by classroom support assistants or, in some cases parent-volunteers, and take their reading scheme books home regularly.

90. By the age of seven the majority of pupils have made good progress in writing and overall standards are well above expectations for pupils aged seven. Pupils make a good start in writing in the reception classes, learning the letter shapes and sounds, learning to form their letters, initially guided by their teacher's handwriting and quickly beginning to make their own independent efforts. The writing of the majority of pupils in Year 2 shows an above-average understanding of the use of capital letters, full stops and sentence structure. Pupils use a good range of vocabulary and spell most short words correctly. In Years 3 to 6, standards of writing progress to above national expectations by the age of eleven. Pupils have the opportunity to write for a wide range of purposes; they show an appropriate sense of audience in their writing and adapt their writing to suit. The use of literacy across the curriculum is a strength of English teaching in the school and very good use is made of pupils' literacy skills in other curriculum areas, notably history and religious education, where there are many examples of extended writing, frequently of a very good standard. Good use is also made of information and communication technology in the subject. Pupils throughout the school regularly practise forming their letters, and standards of handwriting are good overall. Most pupils make good progress in spelling, and standards of spelling, although variable, are above expectations for pupils at the ages of 7 and 11.
91. Pupils' attitudes and behaviour in English lessons range from very good to satisfactory and are very good overall. This has a very positive effect on the progress pupils make in English. Pupils are enthusiastic and eager to learn and work well at their allotted tasks without the need for constant teacher-intervention, allowing the teachers to set and maintain a good and often very good pace to the lessons. Although there are a small minority of boys in Key Stage 1 who require frequent reminders to concentrate on their work, the great majority of pupils respond enthusiastically to their teachers, do their best to contribute constructively to lessons and answer questions enthusiastically and appropriately.
92. Teaching in English lessons, which ranges from very good to good, is good overall in the Infants and very good overall in Years 3 to 6. Teachers have very good relationships with their pupils, use questioning well and skilfully to guide and assess pupils' learning and move lessons along at a good pace. The teachers' good and frequently very good subject knowledge, good planning and very good understanding of the National Literacy Strategy enables them to teach the subject very effectively. They have adopted the National Literacy Strategy well and literacy lessons are well-planned and organised in detail, with resources readily available for pupils to use.
93. Teachers use skilful questioning technique to consolidate and direct pupils' learning effectively and to develop their speaking and listening skills. Where teaching is very good, the teachers' very enthusiastic approach motivates the pupils very well. Good provision is made for higher-attaining pupils, with increasingly challenging tasks based on day-to-day assessments made during lessons. Marking of pupils' work is up to date and the use of targets for literacy in pupils' exercise books and pupil 'consultations' offer them positive encouragement to improve their work and encourage a very good awareness of their own learning. The quality of learning in lessons observed, which ranged from very good to good, was very good overall. Due to the good or very good

quality of teaching in the majority of lessons and pupils' positive attitudes to their work, good, and at times very good, progress is made during lessons and over time.

94. Resources for English are satisfactory overall. The school library has recently been redecorated and is an attractive, well-furnished room. However, the book stock is only broadly satisfactory due to limitations in funding for the subject. The subject co-ordinator has made very good progress in developing English and improving attainment within the school and has a very good overview of the subject.

MATHEMATICS

95. In the 2002 national tests for seven-year-olds, standards were well above both the national and that of similar school's average as they were in the previous year. The school's standards in these tests have risen steadily since the last inspection, when they were about average.
96. In the national tests for eleven-year-olds, standards in 2002 were in line with the national average but below that of schools with similar proportions of pupils eligible for free school meals. These results are lower than the previous year because this group had a lower range of ability than is typical of the school. When the results are compared to schools with similar prior attainment at the age of seven, they were well above average and their progress was good.
97. The standards of eleven-year-olds in mathematics have for some time been below those of English and science and the school has as a result, obtained training and support from the local education authority adviser to bring about improvements. Both the 2002 results and pupils' achievements seen during the inspection suggest that this training and guidance have had a positive impact.
98. Standards seen during the inspection are likely to be well above the national average by the end of Year 2. Pupils are achieving well in all the elements of mathematics, maintaining the good achievements of previous years. The current Year 6 class has a relatively high proportion of pupils with special educational needs compared to the rest of the school. By the end of Year 6, standards will be above the national average and the school is likely to be close to its very challenging target for 2003. Inspection evidence confirms that the recent improvements in pupils' achievements are being sustained. Pupils are achieving well, including the more able and those with special educational needs.
99. Pupils' progress throughout Years 1 and 2 in learning about number and the number system is good. In Year 1, most pupils understand place values in numbers up to 20 and can count forward and backward. They count money to pay for items at a shop and are beginning to write simple addition and subtraction using appropriate symbols. By Year 2, most are able to count forwards and backwards in twos to 100 and they understand subtraction as the reverse of addition. More able pupils can add two-digit sums to the price of goods in a shop to find the total price of items bought. In learning about shapes they can describe the features of two- and three-dimensional objects such as square pyramids and cuboids in terms of their sides and corners.
100. By Year 4, most pupils multiply and divide two-digit numbers; for example, showing several ways of multiplying numbers to 24. They achieve well as they move from year to year so that, by Year 6, many pupils can use appropriate vocabulary to describe features of numbers such as 'prime numbers', 'square' and 'square roots of numbers'.

They calculate mentally using all four operations, for example; mental recall of 9×7 and most can add and subtract fractions and decimals.

101. There are several reasons why pupils achieve well throughout the school. The key elements of the National Numeracy Strategy have been implemented effectively. Lessons always include effective mental warm-up sessions that enable pupils to develop efficient mental calculation strategies. These sessions include stimulating activities, often set in real-life contexts, with questions and tasks gradually made more demanding as they proceed. Pupils respond enthusiastically and those with special educational needs are encouraged and supported well by learning-support assistants. In one Year 2 class the teacher skilfully combined recall of features of three-dimensional objects with adding and subtracting money to purchase items in different shaped packages from a shop. All pupils enthusiastically contributed answers to the demanding questions so that they learned very effectively. Introductory sessions such as these are followed up effectively with demanding group and individual activities that extend the key objectives for the lesson well. These activities are adapted carefully to match pupils' different abilities. The many parent helpers in the school and the learning-support assistants make an important contribution when supporting groups of pupils as they work. The curriculum is balanced between the elements of number, shape, space and measures and appropriate attention given to handling and representing data. Throughout, pupils apply their skills and reasoning to solving practical problems in real-life contexts.
102. Pupils enjoy mathematics and work productively in group activities. They especially enjoy class mental/oral warm-up tasks and their behaviour is almost always good. Most pupils have well-developed social skills and learn to work independently very quickly. Pupils apply their mathematical skills to measure, estimate and represent information in a variety of ways across other subjects, although their use of information and communication technology is rather limited, and mainly involves processing and representing data graphically using spreadsheets in Years 5 and 6.
103. Teaching and learning are good throughout the school and there is some that is very good. Lessons are well-planned and structured and teachers take account of the range of abilities in their class in a variety of ways. They make good use of questions during the early part of lessons to recall and consolidate learning and to encourage pupils to share and explain their reasoning when they offer answers to mental exercises. Time and resources are used well; for example, number lines, grids and other resources are provided for pupils who need them to enable them to solve problems independently.
104. Teachers enjoy very good relationships with pupils, know them well and adapt the pace and challenge of group activities for their different abilities; for example, when giving able pupils in Year 6 an open challenge to use data from some frequency graphs to illustrate the meaning of mode, mean and median to the rest of the class. Pupils responded well, researching information from books and sharing their learning with each other. Occasionally the closing sequence of lessons is less effective when teachers do not allow enough time for pupils to consolidate what they have learned in a plenary, although some plenary sessions are very effective. Homework is effective in extending learning in lessons; for example, pupils in Year 6 research information through surveys to analyse the patterns later in the week. Marking varies in quality, the best in Years 5 and 6 provide effective feedback and comment that help pupils to improve but some provides praise with little guidance.

105. Good progress has been made since the last inspection, especially in the last year. Teaching has improved and additional support and training have been effective in raising standards. The subject co-ordinator is new this term but has made an effective start. Assessment is used very well to guide planning in the subject. Pupils are carefully assessed and tracked towards targets set for them, including short term curriculum objectives. The co-ordinator regularly reviews these targets with the pupils' teacher and assessments are used to guide the focus for additional support though booster classes. As a result pupils of all abilities progress well and potential underachievement is identified at an early stage.

SCIENCE

106. Standards in science are above average throughout the school and pupils of all abilities achieve well. At the ages of seven and eleven, there has been a significant rise in standards overall since the last inspection, due to the improved quality of teaching and an increased focus on the development of experimental and investigative skills.
107. In the 2001 national science tasks for pupils at the age of seven the proportion of pupils who achieved the expected level was about average, but the proportion achieving the higher level was above average. Standards rose in 2002, when teachers assessed that all the pupils attained the expected level and a good proportion achieved higher levels. During the inspection, pupils were engaged in scientific enquiry and a study of living things. Work seen indicates that, at this early stage of the school year, almost all pupils have already achieved the expected level in these areas of the programmes of study.
108. At the age of eleven, standards have been mainly well above average in recent years. In 2001, standards were also well above average, both nationally and in comparison with those in similar schools. However, in 2002, standards were below the national average and well below that of similar schools. This marked drop in standards from the previous year, against the rising trend was due to the high proportion of pupils with special educational needs within this smaller year group. The results are above average compared to schools with similar standards at the age of seven. The school is aware that girls have been achieving better than boys and is actively investigating initiatives to improve boys' performance in line with that of girls. Evidence from the inspection confirms that pupils of all abilities are making good and often very good progress and their standards by the end of Year 6 are likely to be above average. There are no significant differences between the achievements of boys and girls seen during the inspection.
109. In Year 1, pupils recognise and identify a range of common animals. They are becoming aware of the characteristics of living things as they sort a variety of natural objects according to whether they are alive or dead, or were never alive. In Year 2, pupils use simple classifications, such as the number of legs, to sort mini-beasts into groups. Pupils use the school grounds well to enhance their learning as they investigate different habitats. They demonstrate a growing scientific vocabulary; for example articulately discussing hibernation and camouflage. Literacy and numeracy skills are used well to extend scientific knowledge and understanding. For example, pupils confidently tally the mini-beasts they find during their investigation and present their findings as a block graph. They use reference books efficiently to gain information and inform the rest of the class what they have found out. This was the case when one pupil related how she had read that 'Wood lice like dark, wet places'. Pupils explain how they have previously enjoyed using scientific equipment such as magnifying lenses to help them in their investigations.

110. In Year 6, pupils have a very secure understanding of scientific vocabulary and can explain 'saturation', 'evaporation' and 'condensation' in relation to changing materials. They understand well the process of evaporation and condensation as part of the water cycle. They know that water can be a solid, liquid or gas and they use their knowledge about materials to separate mixtures, such as salt and sugar in water. Pupils in the junior classes accurately identify animals and their habitats in the local environment, and they understand fully the concept of food chains. As they go through the school, pupils make good progress in their skills of scientific enquiry. They become well aware of what is required to make a fair test and learn well how to predict outcomes and discuss findings in scientific terms, using good vocabulary. For example, in Year 4, when explaining the results of an experiment into preferred habitats, a more able pupil writes that animals can often be 'vulnerable to predators'. Pupils record their results carefully and suggest ways of improving their work. Pupils sometimes use computers to access information or to record their work, but generally there is only limited use of information technology to support learning and sensors are not used to record, log and present data from experiments. The good support for pupils with special educational needs enables them to achieve as well as their peers.
111. The quality of teaching is very good. Lessons are very well-planned and have clear learning targets to improve both skills and understanding. Learning objectives are shared with pupils at the start of the lesson and carefully reviewed at the end, so they have a good understanding of their own learning. Teachers' subject knowledge is very good and they ask searching questions to successfully extend pupils' knowledge and understanding. A strength of the teaching in all science lessons is the very good management of pupils. All teachers are very good role models, treating pupils with respect, yet consistently reinforcing rules of behaviour so that all pupils understand what is expected of them. Teachers value pupils' contributions in lessons and, as a result, self-esteem is high and pupils are keen to take part in discussions and take pride in their work. Teaching assistants are well briefed and provide good support in lessons, particularly for pupils with special educational needs.
112. Teachers have high expectations of pupils and plan a range of activities to interest and challenge pupils of all abilities. For example, pupils in Year 6 had set up an experiment to see how solids can be recovered by evaporating a liquid. To record their investigations they were using investigation writing frames, which were well tailored to their individual ability. All the pupils were enthusiastic and keen to be involved in the practical activity. They all handled the equipment sensibly, showing due understanding of safety procedures, worked well collaboratively and took pride in the neat presentation of their written work. Pupils' learning was enhanced well through the homework task of investigating how much sugar would dissolve in a cup of tea under different conditions. In lessons, key words are identified and consistently reinforced, so that pupils acquire a good scientific vocabulary.
113. There are some examples of teachers' marking being used effectively to move pupils forward in their learning but this good practice is not consistently applied throughout the school.
114. The subject is managed well by the co-ordinator, who is knowledgeable and committed, and sets a good example through the quality of her own teaching. She has monitored the planning and delivery of the subject and analysed test results for areas of weakness. She has been instrumental in implementing initiatives such as improved provision for the progressive development of scientific enquiry skills, which have led to

higher standards. Resources for science are good and the school grounds and wider environment are used well to enhance learning.

ART AND DESIGN

115. During the inspection only one art and design lesson was seen. Additional evidence was taken from a scrutiny of work on display, discussion with the co-ordinator, photographic evidence and talking to pupils. Overall, attainment for pupils in Year 2 and Year 6 is in line with that expected for their age, although in some areas of the curriculum standards exceed expectations. Standards at the age of seven are not as high as at the time of the previous inspection, when they were judged to exceed expectations. Pupils throughout the school, including those with special educational needs make satisfactory progress; their achievements are sound by the time they leave the school. Pupils are given good opportunities to use a range of techniques and experience a wide variety of media. However, not enough emphasis is placed on progressively developing pupils' artistic skills as they move through the school.
116. Pupils in Years 1 and 2 use a range of media, including paint, pastel and clay to develop appropriate techniques. By the age of seven, these sound foundations to learning result in pupils working confidently and creatively. For example, pupils in Year 2 produce imaginative sculptures of natural materials they have collected from the school grounds.
117. In Years 3 to 6, pupils continue to develop the practice of different techniques using a variety of media, and in some areas skills are well developed. An impressive example of this is a Year 5 project 'Talking Textiles'. Pupils examined how textiles can be used to represent a story. They collected and sketched artefacts in connection with the story 'Diddakoi', and used their sketches as a basis for their designs. Their designs were produced using the technique of wax resist to test the success of their choice of colour, before finally presenting the completed designs in batik work. The completed work was of high quality. Another good feature of art throughout the school is the striking use of colour, as displayed to very good effect in the stunning wall hangings in the school hall. However, in other areas of the curriculum, skills are not so well developed. For example, although most pupils achieve a reasonable standard in their drawing, their observational drawings show limited use of sketching techniques to create shade and tone. Throughout the school, the regular use of sketch-books provides pupils with a useful forum to investigate and draft ideas, as well as a record of their progress. Pupils use the work of famous artists like Paul Klee for inspiration when they experiment with paint, crayons and pastel to create abstract art compositions with interesting patterns and forms. Information technology is used effectively to support learning.
118. No overall judgement can be made on the quality of teaching, but in the one lesson observed during the inspection pupils were making good progress in their learning. They were well motivated by the well-organised resources as they drew a selection of still life compositions, becoming so absorbed in the task that they worked in total silence. At the end of the lesson, pupils gave sensitive and well-considered evaluations of each other's work.
119. The present co-ordinator is temporary, following the recent retirement of the previous co-ordinator. Nevertheless, she is very knowledgeable and strongly committed to raising the profile of art within the school. To this end she organised a very successful art week, which was appreciated by pupils and parents alike. The displayed work around the school is attractive and reflects teachers' industrious efforts to celebrate the

pupils' achievements. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

120. Standards by the age of seven are well above the national expectation. By the age of eleven years, standards are above national expectations. Pupils achieve well throughout the school. Pupils have good design and making skills and have developed the ability to evaluate their projects as they work. Pupils of different abilities, including those with special educational needs, make good progress in developing their knowledge and skills as they move through the school. However, the use of information and communication technology in the subject is under-developed.
121. Pupils in Years 1 and 2 develop a good grounding in design and technology through a stimulating range of projects that involve a range of materials and contexts. Year 1 pupils learn about simple mechanisms and a variety of techniques for joining and assembly, for example, through making moving toys that have jointed limbs. Pupils build on these experiences in Year 2 as they make puppets. They evaluate a range of commercially-made puppets before designing their own. Some examples of those in the form of a fish show careful cutting, sewing and additional features such as fins to make strong finished products that closely resemble design intentions.
122. Pupils are encouraged by their teachers to reflect on their ideas as they develop and they learn to evaluate their finished products on the basis of criteria. In one Year 2 lesson, pupils devised their own criteria to evaluate their finished moving toys that were based on nursery rhymes. The pupils produced design ideas in sketchbooks before making toys that included winding mechanisms. Their teacher asked very good questions that enabled pupils to describe clear criteria for evaluating their work, for example, '*We want to show the story*' and '*We want our toys to be strong when they are played with*'. One pupil who had made a good model based on 'Jack and Jill' complete with a rising and falling pail in a well, decided that the hill needed to be made longer and steeper to reflect the story line.
123. These skills are developed progressively in Years 3 and 4 through projects that capture pupils' interest and imagination; for example, when Year 4 pupils make their own money holders. They evaluated a range of different commercial designs of wallets and purses before drafting their own ideas. Some were quite elaborate, containing pockets and a variety of designs of clasps, and taking good account of the needs of the user. One pupil used her teacher's credit card to check whether it would fit her initial design and all pupils made rough models of their designs and evaluated their work before adapting it to make their final product. As part of their science topic on healthy eating, Year 3 pupils learn to use surveys to find out about pupils' needs and preferences when designing their own healthy drink, considering texture, colour and how healthy the ingredients are likely to be. By Years 5 and 6, pupils are competent at measuring carefully and cutting components to assemble their finished products. Year 5 pupils made toys that use cams to move various parts that illustrate well-known stories. These are assembled to a very good standard with moving parts that are robust and demonstrate the desired effect; for example, in illustrating the owl and the pussycat bobbing up and down in their boat.
124. Pupils enjoy design technology. They work carefully and safely and their teachers encourage them to check measures and work to a high standard. The good quality of their finished products is reflected well in the pride they show as they describe their work and how it could be improved further. Pupils work safely and with due regard for

others. They apply their numeracy skills to estimate and measure carefully. One reason why pupils achieve well in the subject is that curriculum plans, based on two national schemes, are detailed and provide a lot of support and guidance for teachers. The main weakness in the curriculum is that information and communication technology is not used effectively to raise standards in the subject. New resources are only just available in school to explore control technology with older pupils in Years 5 and 6 and no training in their use has yet been provided for teachers.

125. Insufficient teaching was seen during the week of the inspection to make a rounded judgement of quality but the two lessons that were seen were good and there were some very good features, especially the way teachers use questioning skills to encourage pupils to evaluate as they work. Lessons are well-planned and structured. Pupils are managed well and relationships are very good. As a result, very little time is wasted in lessons and pupils remain on task, working productively and enthusiastically with other pupils and often sharing their ideas.
126. Good progress has been made since the last inspection due mainly to the hard work of the subject's co-ordinator who is enthusiastic and committed. She has successfully updated the school's policy for teaching and learning in the subject and introduced a supportive scheme of work that is providing good guidance for teachers planning their topic work. As a result, skills in the subject are built on steadily from year to year. The impact of curricular provision, especially on teaching and pupils' standards, is not monitored sufficiently to guide planning for developments in the subject, although the co-ordinator is beginning to build a portfolio of representative work. Resources are adequate for the subject at present.

GEOGRAPHY

127. Largely because of the way units of work in geography are 'blocked' with those in history during the year, only one geography lesson was observed during the inspection. This provided insufficient evidence on which to make secure judgements on teaching, learning, attitudes and behaviour in the subject throughout the school. In addition, since most classes were undertaking history units during the first half term of the school year, judgements on attainment have had to be based largely on samples of work from the previous school year. However, a scrutiny of this work, in topic books, on display around the school, in photographic evidence provided by the school and in discussions with pupils suggests that pupils' attainment in geography is at least satisfactory at the ages of seven and eleven, and that they make satisfactory progress in geography as they move through the school.
128. During the previous school year, Year 1 pupils followed the journeys of 'Barnaby Bear', and Year 2 pupils looked closely at their local environment, marking their route to school on an Ordnance Survey map and looking at the countries, which make up the United Kingdom. In the one lesson observed, Year 3 pupils using a map of India to reinforce compass directions, demonstrate an awareness of localities beyond their own and are starting to use appropriate geography vocabulary. They are making use of atlases and maps at varying scales and demonstrate, for their age, a good understanding of where places are; standards are considerably enhanced by pupils' very good speaking and listening skills. Year 4 pupils have looked at changes in their environment and, in the previous year, used information and communication technology appropriately to analyse and compare temperature and rainfall between different areas of the country. Year 5 pupils are currently studying Chagford, particularly considering parking issues and Year 6 pupils studied mountain environments and rivers last year.

129. The quality of teaching in the one geography lesson seen was good. The teacher demonstrated good subject knowledge and interested and motivated the pupils very well. Questioning was used very well, allowing pupils to put forward their own ideas but not allowing this to deflect from the learning intentions for the lesson. This teaching motivated pupils well and led to good learning and progress. Pupils with special educational needs were well supported in the observed lesson. As a result of the high level of interest and motivation, pupils' attitudes and behaviour in this lesson were very good - they were clearly enjoying it, asking and answering questions confidently and enthusiastically.
130. The school has adopted a nationally available scheme of work for geography, appropriately amending and adapting it. It provides clear guidance on progress in the skills and knowledge of the subject as pupils move from year to year and detailed guidance for teachers on appropriate expectations of pupils of different ability. The subject co-ordinator has a satisfactory over-view of standards in the school although she has had only limited opportunities recently to monitor the quality of teaching in the subject and to learn about the impact of the scheme of work. There is a satisfactory range of resources for the units planned, although there is no budget available for the subject in the current school year.

HISTORY

131. No lessons were observed in Years 1 and 2 during the inspection and so evidence is based on an analysis of pupils' work and discussions with pupils and the co-ordinator. At the age of seven, the satisfactory standards achieved at the last inspection have been maintained. Pupils, including those with special educational needs, make satisfactory progress. At the age of eleven, standards have improved since the last inspection and currently exceed expectations. Pupils make good progress and by Year 6 they have good knowledge and understanding and use their skills well in historical enquiry and interpretation. Pupils of all abilities are suitably challenged and achieve well.
132. By the age of seven, pupils' knowledge and understanding of history and its importance are developing satisfactorily and they have sound chronological understanding. In Year 1, in connection with their science topic, pupils use artefacts to make a timeline of different lamps, from a candle to a spotlight, to show how lighting has changed and developed over time. In Year 2, pupils demonstrate their understanding of the passage of time as they explain how a mother visited the school to speak to them about a 'great grandad's' role in the Second World War. They are aware of some of the important events in the past, including the Great Fire of London and Guy Fawkes' plot to burn the Houses of Parliament. By Year 2, pupils know that historical information can be obtained from pictures, videos and books and enthusiastically describe the information they gained about the Victorian era when they examined artefacts during a visit to a local Victorian mansion.
133. In Years 3 to 6, pupils of all abilities make good progress, due to high-quality teaching and a well-planned curriculum. Programmes of study are covered in depth and in lessons, learning intentions consistently include opportunities for historical enquiry. Year 3 pupils clearly understand the difference between the Celts and the Romans, and confidently explain the reasons for the success of the Roman invasion. Year 5 pupils are developing their enquiry skills well as they use pictures to find information on the changes that have taken place in their village since 1920. More able pupils give well-considered opinions about what the research indicates about changes in lifestyle between the past and the present.

134. Pupils continue to make good progress in the development of skills and by Year 6 are confident in using research in a variety of ways. For example, they use a variety of primary and secondary sources very well to find information on life in the 1950s. More able pupils compare and analyse past and present television schedules. They describe the main changes and demonstrate a good understanding of the post-war period as they suggest likely reasons for the changes. Pupils record their research findings in a variety of ways, many of which demonstrate good use of literacy skills. In one impressive example, a pupil wrote very movingly in the role of a child experiencing the bombing during the Blitz.
135. No judgement can be made on the quality of teaching in Years 1 and 2, but in Years 3 to 6 it is very good. This is an improvement on the teaching at the time of the previous inspection. All teachers are innovative in their approach and use methods, which capture and maintain pupils' interest. This was illustrated very well as one teacher used the school's amphitheatre most effectively to illustrate the strategies the Romans employed for attacking a Celtic hill fort. Pupils were totally involved throughout and demonstrated their good understanding as, afterwards, they took on the role of reporters writing to 'The Roman Times' on the success of the mission. All teachers have very secure subject knowledge and use questions very well to extend pupils' knowledge and understanding. Pupils are managed very well and very good relationships have been established so that they work hard and give their best. Teachers' expectations of pupils are high and clearly conveyed so that they all know what is required of them in terms of work and behaviour. Lessons are conducted at a brisk pace and good use is made of a variety of resources. Information technology is used effectively for historical research. Learning-support assistants are well briefed and work very effectively to support pupils with special educational needs, so that they make the same good progress as their peers.
136. Curriculum planning has improved well since the previous inspection. This has resulted in better development of skills of research and enquiry from year to year and less reliance placed on commercially-produced worksheets. Resources are satisfactory and used well to enhance learning. In addition the outside environment, both locally and further afield, is used very well as a learning resource.
137. Management of the subject is satisfactory. The co-ordinator is enthusiastic and provides effective support for colleagues, but her role is under-developed. For example, pupils' achievements are not formally assessed, although samples of pupils' work are regularly collected to gain some insight into their standards. However, such information is not used sufficiently to assess strengths and weaknesses in the subject and to guide areas for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. Standards among seven-year-olds and by the age of eleven seen during the inspection are above the average expected. Most pupils achieve well, especially in applying their skills to research and to communicate information. Pupils with special educational needs progress well, and some skilled and gifted pupils achieve standards well above those expected by the age of eleven. However, there are some gaps in the planned curriculum caused by shortcomings in hardware, software and teachers' training that limit the breadth of pupils' achievements, particularly in Years 5 and 6.
139. Pupils in Years 1 and 2 develop a good understanding of the way in which everyday devices can be controlled and programmed. For example, pupils in Year 1 learn to

record their voices and music electronically and go on to learn how a device such as a moving floor turtle can be programmed with a sequence of instructions. Many pupils quickly learn to write a sequence of instructions to enable it to follow a prescribed route. By Year 2, many pupils can draft poems and short stories and, when deciding on presentation styles, they begin to consider how text font and style can be changed to add emphasis to keywords. By the end of Year 2, most can store, locate and retrieve files from the network independently.

140. These themes are developed further in Years 3 and 4 so that many pupils acquire good basic skills in managing their files and organising and presenting information with increasing awareness of their intended audience. For example, pupils in Year 6 researched information, including finding sounds and pictures, to create a front page for their history project about Britain in the 1930s. Pictures of steam trains with accompanying sounds illustrated information about evacuees well, bringing the key points to life very effectively. Pupils in Years 4, 5 and 6 learn to use spreadsheets to sort and present data graphically; for example, Year 4 pupils compare the range of temperatures over a week-long period in Glasgow and Southampton as part of their geography, using bar charts in their wall display to convey more clearly the differences.
141. While most pupils achieve well as they move through the school, there is a clear gap between the skills of those who have computers at home and those who do not which the school works hard to close. Nevertheless, pupils' skills are not yet assessed as they progress and this limits teachers' ability to adapt tasks for pupils of different abilities. In most lessons, tasks tend to be similar in scope and challenge.
142. The school's network of computers is linked to the Internet in most classrooms as well as in the suite. As a result, pupils are learning to use the Internet to research information and to send and receive messages via e-mail. Year 3 pupils followed the progress of two former pupils, now adults, who cycled across Europe and eventually to India over a period of a year, exchanging information about their experiences along the way. The school's own internet site, which the school is developing rapidly, provides a good way of displaying and sharing pupils' work and school experiences with a wider audience.
143. While many pupils develop good basic skills in using computers in a range of contexts and ways, their application across subjects is quite variable for several reasons. Teachers' own competence in using computers at appropriate opportunities varies considerably. The subject's co-ordinator has rightly focussed training on developing teachers' skills and confidence with a particular focus on using information and communication technology (ICT) to support English. Teachers are also increasingly incorporating ICT into other subjects such as geography and history to research and present information from topic work.
144. The curriculum is planned well around a national scheme but there are gaps in the school's provision caused by a lack of resources. As a result, information and communication technology is not yet used effectively to help raise standards in some subjects; for example, mathematics where it is not being used much apart from displaying data graphically. In music and design technology, the necessary software and hardware have only recently been acquired and training is not yet in place to enable teachers to use it effectively. In science the school does not yet have sensors and data-logging equipment to enable pupils in Years 3 to 6 to carry out science investigations involving, for example, measures of sound, light and temperature.

145. Where dedicated lessons are provided for information and communication technology in the new suite, teaching and learning are good. Teachers plan lessons to make the best use of the available resources as they rotate pupils between tasks. Parent helpers and learning-support assistants guide pupils well as they work on presentations and research. Pupils are managed very well and as a result, time is used effectively and behaviour is always good. Some teachers; for example, in Years 5 and 6, have good subject knowledge so that new skills are demonstrated with appropriate links to their use in the wider community. Year 5 pupils were quickly able to devise their own designs using a graphics programme following effective guidance and training from their teacher who presented a painting by Matisse (The Snail) as the inspiration for creating their own two-dimensional shapes. Pupils also learned how such design software can be used commercially.
146. The co-ordinator took over responsibility for the subject 18 months ago on taking up his post at the school. Since then the subject has improved dramatically from a previously low level of provision, thanks to his very good leadership. The co-ordinator is very knowledgeable and skilled. A new computer suite has helped pupils improve their basic skills and the co-ordinator has led a training programme for all teachers and support staff that is effective in improving their skills and confidence when teaching. He understands the weaknesses still to be addressed and has a clear vision for the subject's development with an effective action plan.

MUSIC

147. Four music lessons were observed during the inspection, two each in the Infants and Juniors. Further evidence of pupils' attainment in the singing aspect of the music curriculum was obtained in the school assemblies. Based on this evidence, pupils' attainment in music is satisfactory by the age of seven and above average by the time they leave the school at eleven. Pupils make good progress in music as they move through the school. This constitutes an improvement in attainment since the last inspection.
148. Year 1 pupils using their listening skills to identify instrumental sounds were able to identify a 'triangle', 'castanets' and a 'shaker'. After some initial confusion between long and short sounds (which improved significantly during the lesson due to good teaching), pupils were exploring and recognizing how different sounds can be made and changed and were beginning to listen attentively and recall sounds with developing aural memory. Year 2 pupils develop an awareness of 'pitch'. After some confusion between pitch and volume at the start of the lesson, one child finally offers 'Pitch means how high you're supposed to go'. Pupils move their hands up and down to indicate pitch when singing 'Hickory, Dickory, Dock' and when playing a game of 'Swampee'. In order to develop their aural memory the teacher said 'Move forward one step when you hear this note' (of three). Some are achieving this confidently and say 'Lower, definitely!' Others make basic errors and very quickly end up lost in the swamp! However, overall attainment is satisfactory for the beginning of Year 2.
149. Year 4 pupils, identifying the rhythm patterns in a lullaby, were listening intently and with a focus on detail, assimilating and recalling sounds with developing aural memory. They were beginning to identify how music can reflect different intentions. Although a significant minority of pupils are demonstrating above-average attainment in recognizing and exploring how sounds can be arranged and in understanding ways in which different elements of music are combined, pupils' overall attainment is in line with that expected for their age.

150. In Year 6, pupils demonstrate a good understanding of how time and place can influence the way music is created, performed and heard. In very good cross-curricular links with their current history topic on the Second World War and their current class book 'Carrie's War', pupils improvised rhythmic and melodic phrases to represent themes such as 'Evacuation', 'Shelter', 'Blitz' and 'Peace'. After fifteen minutes 'brainstorming' ideas, one group given the task of composing a piece to represent 'Evacuation' began their first demonstration of their ideas with a violinist member of the group playing 'Song of Joy' softly and slowly to represent sadness. This was followed by the use of a shaker, drum and whistle to represent the train taking children away from home and a fainstick' to represent the tears of the children. Attainment demonstrated in this lesson was clearly above average for the beginning of Year 6.
151. The quality of teaching and learning in music lessons throughout the school ranges from very good to satisfactory. It is satisfactory in the Infants and good in Years 3 to 6. Where teaching is good and very good, the teachers display good subject knowledge and have very good classroom-management skills, making frequent changes to the activities to maintain and encourage pupils' interest and motivation. Pupils with special educational needs are well supported and included in music lessons. Pupils' attitudes and behaviour range from very good to satisfactory and are good overall. Pupils enjoy their music lessons and most respond well to their teacher's instructions.
152. A good range of school musical performances and celebrations are held annually both within the school and in the community. Extra-curricular recorder, choir and 'Brass Band' clubs are held throughout the school year. The teachers' instrumental group playing in whole-school assemblies provides a very good example for pupils and demonstrates the high profile music is given within the school.
153. The subject co-ordinator is very enthusiastic and keen to promote the use of information and communication technology within the subject. At present there is only limited use made of information and communication technology in the subject although new software has very recently been purchased. Although there is some good use of specialist expertise developing; for example, the music co-ordinator also teaches the Year 4 class, the co-ordinator has not yet been able to observe others teaching to acquire an overview of provision in the subject on which to guide improvements and this is constraining developments.

PHYSICAL EDUCATION

154. By the age of seven, pupils make good progress overall in physical education and their standards, particularly in gymnastics, are above expectations for their age. Pupils in Year 4 and Year 5 also achieve standards similarly above expectations, so that by Year 6, where no lessons were observed, standards are likely to be above expectations for pupils at the age of eleven. Although no swimming lessons were undertaken during the inspection, the subject co-ordinator has evidence to show that, by the age of eleven, the great majority of pupils are confident swimmers, able to swim at least 25 metres as a result of the school's programme of visits to the local swimming pool. Older pupils have good opportunities for adventurous and outdoor activities during a residential visit where they can experience yachting, caving, climbing and orienteering activities.
155. In a Reception/Year 1 indoor games lesson, pupils change themselves independently, enter the hall very quietly and immediately find a space. Year 1 pupils within the class are throwing, bouncing and catching differently-sized small balls with a partner showing good co-ordination for their age. In a dance lesson with the theme of 'Chinese New

Year', Year 2 pupils employed movements in an imaginative way and responded to stimuli including music, performing the basic skills. Following a tape-recorded lesson, pupils devised movements to show the elements of Chinese cooking – chopping, stirring around in a wok etc. In another Year 2 gymnastics lesson, pupils employed basic gymnastic skills in travelling, being still and finding and using a space safely.

156. Pupils are broadening the range of games skills and actions using small apparatus; for example, passing a ball, dribbling around a series of cones, bouncing whilst travelling, using one or two hands to control the ball - demonstrating above average control and co-ordination for their age in a significant number of cases. In a Year 3 lesson pupils 'warmed-up' in preparation for exercise and demonstrated an understanding of the short-term effects of exercise on their bodies, understanding, in simple terms, why activity is of value for health and well-being. They are developing their football skills, practising dribbling and passing the ball and playing small-sided team games in which they dribble the ball around the hall, around some cones and back to the next team member. Year 4 pupils develop their skills for 'invasion' games, using attacking skills involving sprinting, dodging and receiving the ball. They demonstrate good control in applying the skills and in co-operating with others. Year 5 pupils working in groups develop a sequence of movements and balances on apparatus and the surrounding floor space. They use L-shapes, V-shapes, arches, and thin and wide shapes in devising and performing fluent sequences, incorporating into their sequences variations in speed, level and direction. Standards are above expectations for the beginning of Year 5 and are likely to remain so by the age of eleven.
157. Pupils' attitudes and behaviour throughout the school are mainly very good. Pupils participate enthusiastically. They work together well, relating well to their peers, appreciating the performances of others and, in most cases, taking part in the activities confidently and with clear enjoyment. Occasionally in Year 2 some rather immature boys require frequent reminders about appropriate behaviour.
158. The quality of teaching is good in the Infants and very good in Years 3 to 6. Teachers demonstrate good subject knowledge and use praise appropriately and consistently. They have very high expectations of pupils' work and behaviour, and as a result pupils respond very well in most classes. They give very clear instructions and maintain a good pace throughout the lesson, changing activities regularly to maintain pupils' interest and enthusiasm. As a result, pupils develop their skills and knowledge well. Pupils with special educational needs are well supported in physical education lessons.
159. The subject co-ordinators are well qualified and very enthusiastic. However, they have not had the opportunity to monitor teaching across the school. A good range of well-attended extra-curricular physical education activities are provided throughout the year, at lunchtimes and after school, and the school is involved with a variety of local leagues, tournaments and galas. These activities help to raise standards. Visitors and coaches also work with pupils and contribute to what is a broad and interesting physical education curriculum.

RELIGIOUS EDUCATION

160. The pupils' standards in religious education are in line with the expectations of the locally agreed syllabus at the ages of seven and eleven. In Years 1 and 2, pupils' progress and teaching have improved since the last inspection. In Years 3 to 6 the satisfactory standards have been maintained.

161. By the age of seven, pupils know famous biblical stories. For example they talk knowledgeably about Noah's Ark and about the Creation Story and know that these stories have a deeper meaning. They know about events in the life of Christ and begin to understand what relevance these have to their own lives. Pupils know about major Christian festivals, such as Christmas, Harvest and Easter and are able to explain in simple terms the meanings of customs associated with these festivals. Through their visit to the local church, pupils are becoming familiar with the purpose of some of the Christian artefacts. They know, for example, that the font is used for the ceremony of Baptism. Pupils begin to understand that an individual's faith can affect the way people live their lives. This was illustrated very well in a Year 2 lesson when a Jewish parent spoke to the class about the life of a Jewish child. The pupils were totally enthralled as she explained the importance of the festival of Passover and demonstrated the customs associated with the festival.
162. By the age of eleven, pupils' knowledge of Christianity is satisfactory. They have a sound knowledge of stories from the Old and New Testament. They recognise that Christianity has a special significance for Christian believers, which is explained by studying the Bible. For example, Year 6 pupils research the Gospels effectively to understand what they tell us about Jesus and the social and political conditions of the time. Pupils make satisfactory progress in their knowledge of the beliefs and customs associated with other faiths and their importance in daily lives. They understand the significance of symbols and holy books and handle religious artefacts with respect and due reverence.
163. The quality of teaching across the school is satisfactory overall and has some good features. Pupils are encouraged to reflect on what they have learned and link it to their own life at home and at school. In this way and in the way that pupils learn to value others' beliefs, customs and points of view, the subject makes a good contribution to their spiritual, moral, social and cultural development. Lessons are mostly well-planned and relevant, although they are not consistently adapted to meet the varying needs of the class. They promote good attitudes to learning. Good explanations help learning and questioning is used effectively to extend pupils' understanding. For example, in Year 6 the teacher gave a very clear explanation of the context within which Jesus told the story of the Good Samaritan. All teachers manage pupils well and have high expectations of courtesy and behaviour. For the most part, pupils respond well, although older pupils are less keen than younger pupils to become engaged in discussion about moral and religious issues, in spite of the best efforts of teachers to encourage them to do so.
164. The subject co-ordinator is knowledgeable and committed. Visits to local places of worship and visitors to the school are used effectively to enhance learning. Assessment procedures are not yet consistently applied throughout the school. Although examples of pupils' work are sometimes collected and assessed, strengths and weaknesses are not yet used to guide the focus for improvements. This has been identified by the co-ordinator as an area for future development.