

INSPECTION REPORT

ST DAVID'S C of E FIRST SCHOOL

Exeter

LEA area: Devon

Unique reference number: 113353

Headteacher: Mrs Wendy Lankester

Reporting inspector: Mrs Lorna Brackstone
21872

Dates of inspection: 21 – 23 October 2002

Inspection number: 249896

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary controlled
Age range of pupils:	4 – 8 years
Gender of pupils:	Mixed
School address:	Dinham Road Exeter Devon
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Peter Faulkner
Date of previous inspection:	18 May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21872	Lorna Brackstone	Registered inspector	English Information and communication technology History Special educational needs	What sort of school is it? What should the school do to improve further? How well are pupils taught? How high are standards? a) the school's results and pupils' achievements. How well is the school led and managed?
9756	Ken Parsons	Lay inspector		How high are standards? b) pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
20244	David Morgan	Team inspector	Science Design and technology Geography Physical education Equal opportunities English as an additional language	
27219	Gwyneth Evans	Team inspector	Foundation Stage Mathematics Art and design Music Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St David's Church of England First School occupies a small site very close to Exeter city centre and caters for children aged four to eight years old. At the time of the inspection there were 113 pupils on roll with significantly more boys than girls. The vast majority of pupils are of white UK heritage. A small minority of pupils have English as an additional language, to include Russian, French, Egyptian, Spanish and Bengali. Nearly half come from parts of the city outside the designated catchment area. The socio-economic status of pupils' backgrounds is very mixed and ranges from professional to single parent families living in temporary accommodation. The proportion of pupils known to be eligible for free school meals is 17 per cent and this is about average. The proportion of pupils having special educational needs is 23 per cent and this is about average. The proportion of pupils with statements for special educational needs is two per cent and this is above average. Depending on when their birthday occurs, children are admitted at the beginning of the autumn or spring term before they are five. Overall, children's attainment on entry is below that expected for this age group. There are five classes - Reception, one Year 1 class, two Years 1/2 classes and a Year 3 class.

HOW GOOD THE SCHOOL IS

This is a good effective school where pupils achieve well and develop positive attitudes to learning. Through very good leadership and management, the commitment of a dedicated staff and a highly valued partnership with parents, the pupils are well cared for both academically and personally. The school provides good value for money.

What the school does well

- Pupils make good progress through the school. In particular, they achieve good standards in information and communication technology, religious education and dance.
- The leadership and management of the headteacher and key staff are very good.
- Very good care is taken of the pupils both academically and personally.
- Overall provision for spiritual, moral, social and cultural development is very good.
- Parents have very positive views of the school.
- Teaching in Reception and Year 3 is good.
- Pupils are enthusiastic about school and are well involved in their activities.
- The curriculum is rich and provides pupils with a good range of opportunities.

What could be improved

- Standards in writing.
- Consistent implementation of the school's processes and guidelines for behaviour management.

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 May 1998 and has made satisfactory progress since then. The previous report referred to the need to raise teacher expectations, improve procedures for checking pupils' progress and use this information in future planning. These have all been successfully achieved although the quality of teaching is still judged to be satisfactory. The number of unsatisfactory lessons observed was much less than at the time of the last inspection and teaching is consistently good in Reception and Year 3. The leadership and management of the headteacher and key staff have improved and are now very good. Standards in information and communication technology are now above national expectations in Years 2 and 3. The good attainment in religious education and dance has been maintained since the last inspection. Provision for pupils' spiritual, moral, social and cultural development was considered excellent at the time of the last inspection but is now judged to very good

overall. The consistent management of the unsatisfactory behaviour of a minority of pupils in lessons has not been resolved.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2001	
Reading	B	C	D	E	well above average A above average B average C below average D well below average E
Writing	C	D	E	E	
Mathematics	D	D	C	C	

Although there are varying levels of children's attainment on entry to school, overall standards are below that expected for this age group. Their personal and social development is above average because many have attended nurseries and playgroups prior to starting school. However, standards are below average in language and literacy skills and well below average in mathematical skills. Children make good progress in all areas of learning within the Foundation Stage and overall attainment is in line with the recommended guidelines by the time they are ready to start Year 1 of the National Curriculum. This good progress is maintained in Years 1 to 3. Inspection findings indicate that standards in speaking and listening, reading, mathematics and science in Year 2 are in line with the national average. This indicates an improvement in reading standards since the most recent standardised tests of 2002, which are recorded above. However, inspection findings confirm the findings of the most recent standardised tests in writing, which were below average. In Year 3 speaking standards are above average. Standards in Year 3 in listening, reading, mathematics, and science are in line with national expectations. However, standards in writing are below national expectations. In this year group there is a large number of boys who achieve better in mathematics than English, which is similar to the national trend. Standards in information and communication technology and dance are above national expectations at the end of Years 2 and 3. This represents very good progress in pupils' learning and is a result of very high quality teaching and learning. In Years 2 and 3, standards in art and design, design and technology, history, geography, music and other aspects of physical education are in line with national expectations. At the end of both Years 2 and 3, standards achieved in religious education are above the expectations of the locally agreed syllabus. During the three years from 2000 to 2002 the performance of pupils exceeded the national average in reading but fell below the national average for writing and mathematics. Pupils with special educational needs and those for whom English is an additional language achieve well and make good progress in their learning because their needs are identified early. The school sets realistic targets for further improvement and is making good progress in achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like going to school and have good attitudes to their work.
Behaviour, in and out of classrooms	Pupils are polite to each other and to staff. They are courteous to visitors and move around the school sensibly. No anti-social behaviour was observed during the inspection. However, there is a small number of pupils who have significant difficulty controlling their behaviour in class.

Personal development and relationships	Pupils display high levels of self-confidence and mix very well. They have very good relationships and are able to collaborate and work very well with each other.
Attendance	Attendance is satisfactory and most pupils arrive punctually at school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3
Quality of teaching	Good	Satisfactory	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.

The overall quality of teaching is satisfactory. Teaching in Reception and Year 3 is consistently good. Strengths found throughout the school are the quality and use of ongoing assessment which is used to praise pupils and help them identify their next steps in learning. Homework is used very well to reinforce concepts and involve parents in their children's learning. Subject knowledge, lesson planning, pupil management, teacher expectations, use of time and resources are good in Reception and in Year 3. The basic skills of literacy and numeracy are taught well in these classes and good use is made of a wide range of teaching strategies. Teaching in Years 1 and 2 varies from very good to unsatisfactory. It is very good when subject expertise is used very well to promote learning, for example in dance, music and information and communication technology sessions. However, it is unsatisfactory when behaviour management is inconsistent and the teacher does not have a sufficient overview of the class when the pupils are involved in independent activities. Learning support assistants support individuals and groups with special educational needs very effectively and this has a very positive impact on their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities for children in Reception are good. Pupils in Years 1 to 3 experience a rich and varied curriculum.
Provision for pupils with special educational needs	Provision is good. Individual education plans state clear targets for improvement and these are reviewed regularly.
Provision for pupils with English as an additional language	Provision is good. Pupils are supported by staff on an individual basis to enable full access to the wide range of activities.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Overall, provision is very good. Provision for spiritual, moral, and social development is very good. Cultural provision is good overall but is particularly strong in providing the pupils with an awareness of British heritage.
How well the school cares for its pupils	The headteacher and all staff make very good provision for the care and welfare of the pupils. The academic and personal development of all pupils is very carefully checked and recorded. The strength of the partnership with parents is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher is very good. She ensures everyone in the school community feels special and supports them in all aspects of their development. This sensitive philosophy permeates through the school.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and have a very good understanding of its strengths and weaknesses. Individual expertise is used well through the well-developed committee structure to ensure that all statutory requirements are fulfilled.
The school's evaluation of its performance	The school systematically tracks and analyses the progress made by its pupils very thoroughly and uses the information it gathers to identify areas for development.
The strategic use of resources	There are clearly identified routines which are well established and enable the headteacher and governors to monitor the deployment of resources and to establish good value for money principles.

There is a very good match of teachers and support staff to the demands of the curriculum. Both the quantity and quality of learning resources are good. The accommodation, indoors and outside, is adequate and both have been created into attractive environments.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• Their children like going to school. • The school is well led and managed. • They feel comfortable approaching the school with a question or problem. • Behaviour in school is good. • They feel that the school works closely with them. • The school is helping their children to become mature and responsible. • Their children are making good progress. • They feel that the teaching is good. • They are happy with the information they receive on their children's progress. • They feel that the school expects their children to work hard. • The amount of homework given is about right. • The school provides an interesting range of activities outside of lessons.	

Over two-thirds of the parents returned the questionnaire and no significant concerns were raised. The inspection team agrees with nearly all the positive comments but cannot confirm that behaviour in all classes is consistently good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school with varying levels of attainment but overall standards are judged to be below average. Initial assessments show that many children enter the school with skills in personal and social development that are above average because they have attended nurseries or playgroups prior to starting school. However, standards in language and literacy are below average and well below average in mathematical skills. They make good progress in all areas of learning within the Foundation Stage and overall attainment is in line with the recommended guidelines by the time they are ready to start Year 1 of the National Curriculum.
2. In the Year 2 cohort of 2001 there was a significant number of pupils with special educational needs. Four of these pupils had statements for special educational needs. This had a significant impact on the performance of pupils in the National Curriculum tests of 2001 in both writing and mathematics when standards were judged to be below the national average. In comparison, standards in reading were in line with the national average. Better standards were achieved in reading because the pupils were given additional reading support in small groups and the good quality of teaching had a positive impact on their learning.
3. The most recent standardised tests of 2002 show that reading standards were lower than those found nationally. When compared with similar schools they were very low. This was because there were a large number of boys in this cohort who were less enthusiastic about stories than fact books. The school has started to work on this area. Consequently, the boys are now making good progress and standards are as expected. This has been successfully achieved through the provision of non-fiction books that stimulate their interest. The most recent standardised tests in writing indicate that standards are well below the national average. They are also well below average when compared to similar schools. Inspection findings confirm that writing standards could be much better. Pupils are able to write simple sentences for a wide range of purposes but do not make sufficient progress. This is because they are not given enough opportunities to write creatively using an extended style. The most recent standardised tests and inspection findings indicate that there has been an improvement in mathematics and standards are now average. This is as a result of the school analysing test papers and identifying areas of weakness in particular questions.
4. During the three years from 2000 to 2002, the performance of boys in reading exceeded the national average whilst the performance of girls fell below the national average. The performance of boys and girls in the writing test fell below with the national average. During this period in mathematics, the performance of girls was in line with the national average but the performance of boys fell below the national average. However, inspection findings indicate that currently there are no significant differences in the performance of boys and girls.
5. There are no national tests for science at the end of Year 2. Teacher assessments indicate the performance of pupils to be below average and well below average when compared to similar schools. There is no clear evidence as to the trend in standards in science since 1999, as the particular cohorts have varied considerably. However, it is evident that the below average results in 2001 reflect the high percentage of pupils in that year group who had special educational needs. The most recent teacher

assessments and inspection findings confirm that standards are improving and are now average. This means that pupils make good progress.

6. By the end of Year 3, standards in speaking are above average. Standards in listening, mathematics and science are average and the progress made in Years 1 and 2 has been maintained.
7. Standards in information and communication technology and dance are above national expectations at the end of Years 2 and 3. This represents very good progress in pupils' learning and is a result of high-quality teaching and learning. Standards in art and design, design and technology, geography, history, music, and other aspects of physical education are in line with national expectations at the end of Years 2 and 3. Also standards achieved in religious education are above the expectations of the locally agreed syllabus.
8. Pupils with special educational needs and those for whom English is an additional language achieve well and make good gains in their learning because of the effective procedures for identifying those needs. They make consistently good progress throughout the school because of the good teaching and effective support in class. They are well supported in literacy and numeracy. All pupils are fully included in every aspect of the school's work.
9. The school sets realistic targets for further improvement and is making good progress in achieving them. It looks carefully at individual pupils in each cohort, tracks their progress and makes specific plans to raise attainment. For instance, the school has analysed the test results, has identified weak areas and then implemented strategies for improvement. Pupils' achievement is enhanced because the teaching is interesting in many lessons, practical lessons are common, additional adults help pupils to understand new ideas and the ethos of the school ensures that all efforts are valued. Overall, the school adds good value to the pupils.

Pupils' attitudes, values and personal development

10. Pupils have good attitudes towards school and work, a similar picture to the one seen at the last inspection. All parents who responded to the pre-inspection questionnaire stated that their children like school. Such attitudes are fostered right from the start through the school's effective induction procedures for new pupils, making starting school a stress-free and positive experience. Throughout the school, pupils respond to the ethos of the school, which values them as individuals and encourages them to respond in the same way. This actively promotes pupils' attitudes in areas such as confidence and perseverance, which in turn helps them to work hard in most lessons. The vast majority of pupils enjoy school and this is evident in the cheerful way they come into it at the start of the day. Pupils very quickly and quietly settle to tasks first thing in the morning, helped by the well-established routines. As one parent explained, *'Parents are part of the school, which is very welcoming. At 9 o'clock you can stay if you want to. There is such a calm start, kids are just working around you; and suddenly you think, how did that happen?'* Pupils are interested in the subject matter of their lessons and are enthusiastic about the prospect of gaining new knowledge and skills when they are taught well. For instance, in a religious education lesson, Year 3 pupils listened enthusiastically to discussions on passages from the bible for 30 minutes and were keen to find out about them. Children in the Reception class, who had been at school for only a few weeks at the time of the inspection, had already absorbed the routines and were enjoying the experience of school. This was

exemplified in a lesson centred on the story of 'The Gingerbread Man', when the children were happy to ask the teacher questions about words and their meanings.

11. The pupils' involvement in activities is variable, often depending on the quality of the teaching; overall it is satisfactory. In many lessons pupils are keen to do their best, working quietly and concentrating well, at times without direct intervention from the teacher. Pupils with special educational needs share this same enthusiasm for school. The raising of pupils' self esteem is given very high priority, expressed, for example, in the way the qualities of a '*special person*' in each class are celebrated each week, and this is a strong contributory factor to pupils' levels of enthusiasm. However, in some lessons pupils can be quite demanding, restless, and immature. This was evident in a Years 1/2 design and technology session with challenging behaviour from a minority of them. Pupils' behaviour is only satisfactory overall for similar reasons. When pupils respond to the school's belief that '*children learn best when they are loved, respected and trusted*', then their behaviour can be good. In many lessons, pupils work hard and learn well, with the teacher not having to spend much time maintaining order. For example, in a Year 1 science lesson about creatures and how they move, most pupils were interested in their work and sustained their interest. However, pupils' behaviour is not consistent, and when teaching is insufficiently rigorous, some pupils take advantage rather than exercising self-discipline. Hence, in a minority of lessons pupils' behaviour does not meet the school's expectations and this can affect their learning. For instance, in a Year 1 literacy lesson pupils working at the computer tended to work very slowly when not directly supervised. In this case the teacher's trust was misplaced and did not lead to good learning for the pupils concerned. When this happens, the outcome depends on the strength of the individual teacher. There is a small number of pupils who have significant difficulty in controlling their behaviour. This was evident in a Years 1/2 art and design lesson when the disruption of two pupils impeded the learning of the others within the class because the teacher did not intervene. The unsatisfactory behaviour of a minority of pupils was noted at the time of the last inspection.
12. The pupils are polite to each other and to staff. They are friendly and courteous to visitors. They move around the school sensibly, for instance, when going to assemblies. The pupils are trustworthy and show respect for property, with no evidence of vandalism or graffiti in the school. Play at both break and lunchtimes is good-natured. Adult play leaders supervise the playground at lunchtime and their active encouragement of worthwhile activities ensures that this time is a positive experience. For example, one play leader was seen teaching a group of pupils to skip. No incidents of anti-social behaviour were observed during the inspection and these are rare occurrences. There have been no exclusions in the school whilst the current headteacher has been in post.
13. Pupils' personal development is good and relationships very good. These aspects are reinforced by the emphasis the school places on their moral, social and spiritual development. Pupils mix very well and there is a strong sense of inclusion of all pupils in all activities; for instance, no pupils are excluded from games in the playground. They display an unforced self-confidence and talk naturally to adults. The school's strong provision for pupils' spiritual, moral and social development encourages them to express and reflect on their feelings. Pupils feel that their own views are valued and, therefore, they have respect for those of others. They elect members of the school council to discuss a range of issues and suggest improvements to their school. Pupils of all ages are encouraged to take responsibility for their own learning by working collaboratively in lessons and to comment on their own progress in their reports. The positive role modelling around them has a good influence on them. All adults are

consistently kind, considerate and caring, showing respect to pupils and to each other. Consequently, pupils exhibit a respect for themselves and a sense of empathy with others. They have very good relationships and are able to collaborate and work very well with each other. For instance, in a lesson in the Reception class in which pupils were making sandwiches, they were able to take turns using the jam. In the same lesson, one girl poured the water for the other children without being asked.

14. The headteacher talks of creating an *'emotionally literate'* school. Because of this emphasis, most pupils have a well-developed ability to reflect. Through personal, social and health education topics, and through opportunities taken throughout the curriculum, pupils are developing an awareness of themselves and their feelings. For example, in a creative development session, Reception children waited their turn to speak and did not interrupt each other. For those involved, the opportunities the school provides, such as the school council, lead to a mature approach to others and their views. The *'family'* system, whereby pupils are grouped right across the school, provides a very good opportunity for pupils of different ages to bond. In Year 3 particularly, pupils are given a range of responsibilities including helping other pupils through the 'Buddy Team'; Year 3 pupils respond well to these opportunities. However, there is a minority of pupils who can be particularly demanding and challenging in lessons, and these pupils clearly find it more difficult to understand the effect their actions can have on other pupils.
15. Most pupils want to come to school. Overall, their attendance is broadly in line with the national average for schools of this type, although it did dip below average in 2000/01. Most pupils arrive punctually in the morning and do not delay the start to the school day. Unauthorised absence is well below the national average. Holidays taken in term time make up a significant element within the absence figures.
16. Overall, the school has maintained its standards since the last inspection, although it is disappointing that the examples of unsatisfactory behaviour noted at the last inspection have not been fully resolved.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The overall quality of teaching and learning is satisfactory. During the inspection 28 lessons or part sessions were observed. Three were very good, 14 good and seven satisfactory. Two lessons were of unsatisfactory quality. Teaching and learning in both Reception and the Year 3 classes are good. In Years 1 and 2 the quality of teaching is satisfactory. Overall, the quality of teaching and learning has improved since the last inspection.
18. In Reception subject knowledge is good. For instance, the teacher fully understands the specific needs of this age group. She carefully structures the day to balance practical sessions with short, focused times so that the interest of the children is maintained. The basic skills of literacy and numeracy are taught effectively and provide a strong foundation for the teaching of reading and number work. Planning is good and is linked closely to the Foundation Stage curriculum¹, which is recommended for this age group. Time and resources are used well giving a clear focus to sessions and this ensures that the pace of learning is good. This was observed during a knowledge and

¹ This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or '*stepping stones*', from which both progress and standards can be measured.

understanding lesson where the children were directed to look for objects outside to put in a treasure chest. The time given in the outside areas was sufficient for them to find some treasures but yet not long enough for them to become unfocused and lose concentration. Children are managed very well and expectations of behaviour are consistently high. At all times the teacher insists on acceptable behaviour. The children are given rewards and praised for good work and behaviour. This has a positive impact on both their behaviour and their attitudes towards work.

19. Teachers in the Year 3 class expect the oldest pupils in the school to set good examples towards those younger than them. This results in good standards of behaviour and high levels of concentration in lessons. Good use is made of praise to promote positive attitudes and stimulate motivation. Frequent dialogues between teachers and pupils ensure that individuals are fully involved and aware of their learning. For example, in a very good literacy lesson quality discussion took place between the pupils and teachers and this ensured that the pupils had a good understanding of their own learning. Teachers in this class generally have good subject knowledge and teach the basic skills of literacy and numeracy well. A particular strength is the way in which the pupils are encouraged to acquire good spelling skills and this is achieved by the consistent teaching of splitting-up words into manageable sections. A good range of teaching methods is used to promote pupils' learning and maintain the pace in lessons. Efficient use is made of the format of literacy and numeracy strategies to organise other lessons within the curriculum. This was evident in a history lesson where the teacher provided an imaginative introductory session that set the scene for acquiring knowledge and skills about World War Two. Learning assistants are used well to support pupils with specific learning difficulties by reinforcing key skills and maintaining individual pupils' concentration and interest.
20. The quality of teaching in Years 1 and 2 is more varied and ranges from very good to unsatisfactory. All teachers responsible for this age range know their pupils well and day-to-day progress is checked and monitored regularly. Subject knowledge is satisfactory overall; basic skills are taught rigorously and teachers' planning satisfactorily provides details of activities to be undertaken by the pupils. There is evidence in one of the Years 1/2 classes of very good expertise in dance and information and communication technology. This has a very positive impact on the standards achieved and the enhancement of learning opportunities within these subject areas. Teachers' expectations of behaviour and high standards of work are variable. Where they are good, teachers consistently insist on appropriate behaviour and deal well with challenging behaviour. This was evident in a Years 1/2 class where the teacher discussed expectations with the pupils and maintained them consistently through the lesson. Teachers' expectations are unsatisfactory when behaviour management is inconsistent and the demands made on pupils are minimal. This leads to weak productivity in learning and a lack of pace.
21. A wide range of teaching methods is used in Years 1 and 2. Generally teachers introduce lessons appropriately but occasionally pupils are required to sit for too long. The time at the end of the sessions is mostly used well to evaluate what has been learnt and this helps pupils to be involved in their own learning. For instance, in a Years 1/2 information and communication technology and history lesson the teacher skilfully recapped on the successful techniques that had been used to create a video about old books. However, occasionally, teachers do not have a sufficient overview of the whole class when independent activities are taking place. As a result, pupils make very little effort during the session and fail to complete the set work. Learning resources are used well but there are inconsistencies in the deployment of learning support staff. For instance, generally they are used well to support pupils in many learning situations but

occasionally fail to react to situations requiring their additional back-up support. This was evident in a Years 1/2 English lesson where a small number of boys were presenting challenging behaviour in a whole-group situation. However, the trainee classroom assistant did not react to the teacher's need for additional adult support.

22. Homework is used very well throughout the school to promote learning. It helps the children in Reception to develop an enjoyment of books. In Years 1 to 3 it involves pupils in their own learning and helps them acquire knowledge and skills. For example, in a Years 1/2 class the pupils were developing well their awareness of different types of materials by bringing in objects found at home. Parents are also encouraged to be involved in their children's activities and this further promotes pupils' learning.
23. The teaching of literacy and numeracy skills is good. Information and communication technology teaching is fully integrated into all aspects of the curriculum and this has a very positive impact on their learning.
24. Throughout the school classroom assistants support pupils both within the classroom and by withdrawing individuals and groups for reinforcing particular skills. The learning support assistants are well trained and have a very good knowledge and understanding of the skills required to be taught. They establish very good relationships within these small focused groups and this has a positive impact on pupils' acquisition of knowledge and skills. Their teaching methods are interesting and this stimulates the pupils' interest and concentration. Very good use is made of detailed planning records that are shared with the class teachers.
25. Pupils who have English as an additional language are also well supported by individual assistants who work alongside them to ensure that they understand the context of the lesson. Teachers ensure that these pupils are fully integrated in the lessons by using their own personal knowledge of a foreign language and this has a very positive impact on the pupils' learning.

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

26. The curriculum planned for the children in the Reception class takes full account of the requirements for the Foundation Stage. Effectively planning provides a range of activities across the six areas of learning, and the quality and range of opportunities for children in Reception are good. From Year 1 to Year 3, plans to develop learning in a structured way are in place in all subjects through the use of nationally recommended schemes of work. The school uses these schemes as a basis but has begun to adapt aspects to ensure that they meet the needs of the pupils in the school. Teachers work closely together and support each other effectively. The school's overall planning ensures that all pupils, including those with special educational needs, experience a rich and varied curriculum in a very supportive learning environment. Pupils receive a full curriculum where all statutory requirements of the National Curriculum and the locally agreed religious education syllabus are met. All pupils, including those learning English as an additional language and those with special needs, have access to all the activities of the school. Many opportunities are provided for the pupils to listen and perform. They take a full part both in lessons and in after-school activities and this represents good provision.
27. There are effective links between subjects such as art and design, information and communication technology, history and music. These links are carefully built into the curriculum to support and make pupils' learning secure. This contributes strongly to

the pupils' positive attitudes to school. Time is well allocated so that there is good opportunity for full coverage of all subjects. The school concentrates on some subjects, such as art and design and design and technology, as a focus in alternate terms to ensure pupils have good experience of relevant skills. This ensures a good balance between subjects, which helps to interest pupils and keeps them involved in what they are doing. Throughout the school the balance of time between the core subjects of English, mathematics and science and the remaining foundation subjects is good, and is very similar to that found in other schools. Throughout the school, the expertise of an information technology specialist is used to very good advantage in supporting and training staff.

28. The school uses the national strategy for teaching literacy effectively. The literacy hour is well established and teachers are gaining confidence in adapting the strategy according to their needs. The introduction of the national strategy for the teaching of numeracy is having a satisfactory impact on pupils' learning. Appropriate opportunities are made for pupils to use their numeracy skills in subjects like science, geography and design technology. Teachers are becoming more confident when teaching numeracy and this is having a positive impact on learning and standards in mathematics.
29. The majority of parents are very appreciative of the range of activities provided for pupils outside the school day, and the inspection team supports the view that provision is better than is usually found in other schools for pupils of this age. Lunchtime and after-school clubs, such as guitar, dance and gardening, give opportunities for pupils to improve or learn new skills. The range of activities and good relationships evident during clubs, together with the taught curriculum, help to enrich the experience that pupils receive. The school provides before and after school care for pupils on a daily basis.
30. Provision for pupils with special educational needs is good. Teachers ensure through good planning that all pupils have equal access to this rich curriculum. Good support is available to help pupils record their work. Basic literacy and numeracy skills are improved when pupils work in very small groups. Specialist advice and teaching help supplement the curriculum for a small minority of pupils. Individual education plans state clear targets for improvement and are reviewed regularly. Extension activities are planned within lessons so that above average pupils work at their own level.
31. There is a strong commitment to equal opportunities for all pupils, and every pupil is encouraged to take part in the full range of activities offered, both in and out of lessons, regardless of gender or social circumstances.
32. The provision for pupils' personal, social, health and moral education is very good and a strength of the school. In the Year 2000 the school won a national competition '*Talking Teachers*', which was designed to find examples of outstanding personal, social and health education. The school's aims reflect a strong emphasis on this element of its provision, and it is embedded throughout the school. The school, in its own words, '*tries to ensure that all pupils and their families feel part of the school community*' and '*prepares them for the opportunities, responsibilities and experiences of adult life*'. A particular feature of St David's is the way that the '*families*', or '*houses*', are used effectively to reinforce values and to link pupils across all year groups. The formal planning of personal, social and health education ensures that there is progression in pupils from Reception to Year 3, covering the main headings of developing self awareness, a healthy lifestyle, keeping safe, drug awareness and sex education, developing relationships, respecting differences between people, independence and responsibility, making choices and making the most of abilities. Subject planning

extends to topics but planning lessons is dependent on individual teachers. As well as formal lessons, pupils sit together informally and are used well to discuss feelings and issues. This gives pupils the opportunity to discuss issues personal to themselves. Termly *enhancement days* are used to develop areas of experience in a more concentrated way, for example, drama or music. Fridays are treated as a special day, when particular emphasis is given to the development of the *'social and emotional person'*, as expressed by the headteacher. As subject leader, the headteacher is active in overseeing its delivery through monitoring planning and observing family groups and teaching throughout the school. The result is a significant contribution to the development of the positive relationships and good personal development seen throughout the school.

33. The school has established good links within the local community and uses the locality well to support pupils' learning. There are effective links with the two local churches and a supermarket. The local fruit shop provides fruit for school on a weekly basis. The pupils make a weekly visit to the local church and the locality is used effectively for artwork. Pupils visit the local museums and have a strong link with a local artist who has his studio close to the school.
34. There are very good links with the pre-school groups and the middle school to which most pupils transfer. The headteacher and Reception teacher go to the local playgroup on a regular basis, to read stories and to start building a relationship with the children. They also go to other pre-school groups less regularly. This represents a significant time commitment by the school, but ensures that the children's transfer to St David's is a smooth and happy one. Equally, when Year 3 pupils move on to middle school, they have several opportunities to visit it before they transfer. Their *'passports'* go across with them to help their new school to quickly find out about them. There are very good specific arrangements to ensure that children with special educational needs have those needs taken into account during the transition. A particularly successful feature is the way that information from the middle school has been used by the school to help the Year 3 pupils who have been identified as gifted or talented.
35. At the time of the last inspection, provision for pupils' spiritual, moral, social and cultural education was considered to be excellent. Inspection findings indicate that provision for spiritual, social and moral education is very good. Cultural development is good overall but is particularly strong in the reflection of British and local heritage. The positive ethos of the school is a result of staff awareness of the contribution made by these elements to the development of the whole child.
36. Provision for spiritual development is very good. Assemblies, religious education, music, history and art and design all provide very good opportunities for pupils to reflect and understand their interdependence with others. In religious education, pupils explore the values and beliefs of people of the Christian faith and other world faiths and they are given opportunities to draw comparisons between them, related to festivals such as Diwali and Christmas. Opportunities to develop spirituality through music are promoted well and music is often played as a background for learning. For example, it is used in all classes at the beginning of the day. This enables children to begin to respond creatively to music in their dance and movement from an early age. Opportunities in art and design are satisfactory, with pupils taught to look carefully at their surroundings and observe more closely the wonders of nature in their close observational drawing. There is an emphasis placed on the need for time to reflect before working and when worshipping together. Most teachers are successful in creating a calm, harmonious atmosphere that encourages learning. The Collective Act of Worship supports spiritual development very well. There is a feeling of quietness

and worship, and a strong sense of the special place this time has in a busy day. The headteacher ensures that there is an appropriate focus for reflection and prayer and the atmosphere encourages pupils to distinguish between the act of worship and other activities in the school day.

37. The provision for the pupils' moral development is very good. All adults in school make a very positive contribution as very good role models and reinforce the high standards of behaviour. Pupils clearly know the difference between right and wrong. Older pupils know about caring for younger children and some are selected as '*buddies*' to support and help younger children in the playground. Pupils are involved in the decisions about rules in school and understand the need for these to promote a fair and organised school community. There is a system of rewards, which is given for a variety of positive behaviour such as '*being happy, showing patience, listening and being helpful*'. Evidence from previous work shows that pupils are encouraged to develop an awareness of conservation in the community and have been involved in collection of litter, conservation of energy and composting materials for use in the garden. They know how important it is to look after their world. Teachers show respect to pupils, and encourage them to respect others in the school community.
38. The school makes very good provision for pupils' social development, through the wide range of opportunities. The '*family groups*' meet every Friday and activities are based on a different theme each term. This gives individual pupils opportunities to get to know each other and contribute to the school community ethos. Lunchtime and after school clubs give pupils good opportunities to form friendships with other adults in school. Boys and girls are encouraged to perform together in choirs. The adults in the school provide very good role models for pupils and the family atmosphere in the school promotes good relationships between teachers, support staff and pupils. In lessons, pupils support each other well. They work well in pairs and in groups and respect for each other's views and feelings is evident.
39. Provision for the pupils' cultural development is good. There are very good opportunities provided for appreciating and valuing local and British culture. For example, the values and traditions of Christianity, the celebration of St David's Day and other famous people from the past. Satisfactory opportunities are provided to prepare the pupils to live and work in the cultural diverse society of Britain today. Aspects of other cultures such as Islam and Judaism are taught. Reflecting on the work of famous artists such as Paul Klee and Henri Matisse helps to support the development of pupils' own techniques. The school uses the expertise of parents to introduce recipes from other cultures and this helps pupils understand the differences between their own culture and that of others. European links are developed through French students and a French club run by a member of the community. There is also some evidence of Aboriginal instrument playing and a visit by a drumming group helps them to understand the differences between their cultural heritage and those of ethnic groups.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The headteacher and all members of staff make very good provision for the care and welfare of their pupils. This high standard of care has been maintained since the last inspection. The school has very good child protection arrangements, which comply with locally agreed procedures. The headteacher has received appropriate training and liaises as necessary with the local social services department. The staff have been well briefed on their responsibilities and necessary records are kept. The governors' premises committee has completed full risk assessments of the school premises and

the headteacher is active in ensuring that health and safety procedures are in place. The school has good first aid provision and no unsafe practice was seen during the inspection. There are appropriate safeguards in place to protect pupils' access to the Internet.

41. Virtually all parents believe that the school is very effective at helping children to become mature individuals. There are very good procedures for monitoring and supporting pupils' personal development. The school provides a caring and supportive environment for all its pupils. All staff make considerable efforts to address the welfare of individual pupils when needed. Procedures for monitoring and supporting pupils' personal development are very good and, as the school mission statement expresses it, *'the governors and staff believe that people are all important'*. The contribution of teachers throughout the school towards putting this into practice is noted and appreciated by both parents and pupils. Staff are active in the pastoral care of their pupils. Much of this support is based on the strength of relationships between teachers and pupils, backed well by the more formal provision of the personal, social and health education programme. The school encourages pupils to have confidence in and to take responsibility for themselves. Staff enable pupils to feel safe and valued and to concentrate on their learning, thus helping them to make progress. They know their pupils well and successfully meet their individual needs, supporting them when they need it. The comments in the annual reports illustrate the way the school lives up to its aim of treating pupils as individuals. The *'Sunrisers'* early morning care club and after school *'Sunbeams'* are examples of how the school has responded to a perceived need. The excellent lunchtime supervision by play leaders has been recognised locally, with these staff going to other local schools to train them on their approach. This provision ensures that pupils can enjoy productive and pleasant lunch breaks.
42. The school has satisfactory procedures to monitor attendance and encourage pupils to come to school regularly. There are systems in place to identify problems with attendance as they emerge, whilst the Educational Welfare Officer follows up any unresolved cases. There are minor inconsistencies in the way attendance figures are recorded which the school is correcting.
43. There are satisfactory procedures to monitor and promote pupils' good behaviour. The school's approach is firmly based on its ethos of *'love, respect and trust'*. Most of the time this is effective, with pupils responding to what the school is offering and displaying the desired *'emotional intelligence'*. In a few lessons there is a need to adhere more effectively to the framework of the current behaviour policy. The few pupils who find it difficult to respond to the school's expectations have a disproportionate effect on the concentration of the majority at times and it is evident that they require a more assertive approach to discipline.
44. The procedures to prevent bullying and other oppressive behaviour are good, with pupils very aware that it is wrong. The school has worked hard to establish the belief in pupils that it is right to tell a teacher when bullying happens and that it will be sorted out. Pupils and parents have confidence that the headteacher and all staff will try to solve problems. One parent, for example, had to tell the headteacher about name-calling, which was affecting her child. The issue was sensitively addressed in a whole school assembly. The child concerned benefited from the way it was handled, as did the rest of the school. Issues are taken seriously and dealt with sensitively. The emphasis on valuing people within the school community helps to make it clear that bullying or other oppressive behaviour is not acceptable.

45. The school gives good support to pupils with special educational needs and fully meet the requirements of the new Code of Practice². Their needs are identified and support planned at an early stage. The school meets the requirements outlined in the pupils' statements of special educational needs. Skilled teaching assistants work closely with class teachers in monitoring and recording pupils' progress towards the targets in their individual education plan, so that work is closely matched to their needs. Good systems are in place to identify children with special educational needs on entry to school and there is good liaison with the school to which most pupils transfer at the end of Year 3. Regular assessments and reviews take place throughout the school. Monitoring reviews are a regular feature and individual education plans are relevant, useful, and regularly updated.
46. The school has developed a wide range of procedures to assess pupils' attainment and progress. The procedures for assessing academic progress and the use to which these are put are very good. A number of nationally standardised tests are used to identify progress. Teachers maintain good records in all subjects about the ongoing attainment of the pupils. Additionally, pupils complete work in a special book, which is used on a regular basis to assess their progress. Pupils are set useful targets that help them to improve their work and teachers are careful to match the work they plan to meet their needs. This is very successful when informing teachers' planning, both over time and for providing tasks that match the needs of all pupils within individual lessons. There are very good tracking procedures in place to check pupils' personal development. Although there are formal records the real strength is the teamwork between teachers and learning support assistants, which ensure that information is available when needed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. It is rare for parents to discuss their relationship with their child's school in such glowing terms as they use about St David's. For example, *'I love coming into school', 'Parents and grandparents are important to staff', and 'The parents are part of the school, staff are very welcoming'*. The strength of this partnership between school and parents is excellent and has been maintained since the last inspection. A high proportion of parents took the opportunity to provide their views by completing the parents' questionnaire (two thirds of them were returned) or by attending the parents' meeting; hence their views can be stated with some confidence. It is clear that parents subscribe wholeheartedly to the school's caring and supportive ethos and at the parents' meeting, it was clear that those present had little interest in standardised test results or discussing academic achievement. All parents believe that the school is well led and managed, teaching is good, and the school has high expectations of its pupils. As a result, they believe that their children make good progress, behaviour in the school is good, and that the school helps the children to become mature and responsible. All parents feel comfortable approaching the school with a question or a problem and they believe it works closely with them. The relationship with the headteacher is one that they particularly appreciate, feeling that she is *'ever-present'* and prepared to give of herself far beyond the formal demands of the job description. The fact that all parents are given her home telephone number is just one aspect of her commitment. Inspection findings generally endorse the parents' positive views of the school, although

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

the overwhelming endorsement from parents does need to be tempered because of the small minority of unsatisfactory pupil behaviour.

48. The overall quality of information for parents is excellent, particularly in terms of what they are told about their child's progress. The annual written reports are really special documents. They are very personal to the child, wonderful reports for parents to receive, and must take a considerable amount of time to write. They are very thoughtful, with delightful anecdotes to illustrate the individual's progress. They bring out what is special about that child, with good points celebrated and weaknesses not overlooked, but rather put into context. They are augmented by 'special books' containing examples of the pupils' work, which are sent home for parents to see. The comments from teachers that accompany them are very useful, and it is clear from messages returned from parents how much they appreciate them. Parents get termly opportunities to meet with the class teacher and are told about the curriculum for the term in advance. The result is that parents are exceptionally well briefed on their child's work and progress. Parents are kept well informed about the life of the school through regular newsletters, which celebrate children's work well. Formal documents, such as the prospectus and annual governors' report to parents, are friendly, interesting documents, which truly reflect the school's ethos.
49. The contribution of parents to the school and their children's learning is very good. This is encouraged by the efforts the school makes to involve them. At the start of the school day many parents are in school settling their children, helping them change reading books, looking at books together or talking about work on the computers. Parents are encouraged to borrow computers from the school to help with computer literacy at home; several families have taken advantage of this scheme. A few parents help in school on a regular basis, but a larger number is available to come into school to demonstrate a particular skill or share their personal experiences. Many parents support their children's homework, encouraged by the relationship they have with the school. An extract from an annual report on one pupil now in Year 3 illustrates how history homework engaged the whole family: *'He used information from parents and grandparents to find out about Christmas in the past. He wanted to know if his grandparents had had any toys he would like to play with ...he decided he would find out about seaside holidays in the past by asking his parents, watching videos and looking at books.'* The vast majority have signed a home school agreement, although the strong existing bonds mean that for this school it is rather superfluous. The school has a well-supported Friends Association, which organises social and fundraising events, to the benefit of pupils. Parents attend events in school such as celebrations and acts of collective worship. The school fulfils the recommendations of the Code of Practice for pupils who have special educational needs; parents are invited to attend the regular reviews of pupils' individual educational plans. To use the words of one parent to summarise the overall relationship, *'we are a whole community, part of a family'*.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher has unique leadership qualities. She ensures everyone in the school community feels special and supports them in all aspects of their development. This sensitive philosophy permeates through the school. The school aims to develop enquiring minds, encourage the appreciation of others, prepare pupils for adult life and develop individual self-respect. The management style of the headteacher enables the school to fully meet these aims. The deputy headteacher and a dedicated team of teaching and non-teaching staff support the headteacher very well. Communication is valued amongst all staff and between home and school. The headteacher makes very good use of staff with particular specialisms and they are empowered to take

responsibility and lead by example. For instance, the information and communication technology co-ordinator has a particularly strong expertise and this is used very effectively to promote high standards in this area of the curriculum. There are established systems for checking teaching and learning and there is a well-planned cycle of evaluation. The quality of leadership and management, although considered good at the last inspection, is now of very high quality and this has a positive impact on areas of school life.

51. The headteacher is the co-ordinator for special educational needs and she has a very good overview of provision throughout the school. The requirements of the Code of Practice are fully met, the appropriate paperwork is in place and targets on the individual education plans are monitored regularly. Provision for pupils who have English as an additional language is effectively monitored by the headteacher. They are carefully observed and, when necessary, receive additional support from the local education authority.
52. Governors are very supportive of the school and have a very good understanding of its strengths and weaknesses. There is a well-developed committee structure and governor expertise is used well to fulfil all their statutory requirements. For example, the governor responsible for special educational needs has previous professional expertise of such issues. She visits the school regularly, meets with parents and works closely with the headteacher. The governor responsible for special educational needs also ensures that the governing body is fully informed about provision in school.
53. The school systematically tracks and analyses the progress made by its pupils very thoroughly and uses the information it gathers to identify areas for development. For example, it has been noted that pupils perform less well in statutory and optional tests with questions that require conclusions to be made. They are now focusing on tackling questions that require inference and this helps pupils to understand what is asked of them. The school is also aware that because they have a large number of boys in Year 3 they have needed to consider a differing range of reading materials and this has been incorporated into their plans. This is a good improvement since the last inspection.
54. The financial planning is very well linked to educational priorities. All funds, including specific grants, are used very well to meet the needs of the pupils. There are clearly identified routines, which are well established and enable the headteacher and governors to monitor the deployment of resources and to establish value for money principles. For instance, the views of parents are considered when making educational decisions and full evaluations of these are made. The school has successfully built up a contingency fund, which is to be used to maintain the high staffing levels should additional funding for Infant children cease from the local education authority.
55. Day-to-day financial management and administration of the school are very good. The very capable school secretary, part-time bursar and clerical assistant operate efficiently and unobtrusively. The use of new technology such as computers, electronic mail and the use of websites support a range of administrative tasks. However, not all staff use these technological resources to save time planning and preparing teaching activities.
56. There is a very good match of teaching and support staff to meet the needs of the pupils. All staff are well deployed. The school has used the statutory strategies for performance management to very good effect and this has enabled professional development to be successfully formalised. New staff are inducted well into the life of the school and feel supported in their role. The school is an effective provider of training for new teachers.

57. Learning resources are good and are complimented by the local education lending service and use of the local area to support teaching and learning. The co-ordinator for information and communication technology makes very good use of technical equipment such as the digital camera to record pupils' achievements. At the time of the last inspection shortages were noted in the provision of equipment for the Reception class but this has been successfully rectified. The accommodation is satisfactory and the dedicated caretaker maintains it to a very high standard of cleanliness. There is a number of small teaching areas which are used very well for individual and group teaching times. A recent extension to the Reception classroom has improved provision for the youngest children. An extremely attractive environment has been created and delightful presentations stimulate the pupils' learning. There is a real attempt to make the school appealing and home-like. The outdoor area has been made very interesting for play and study and includes a garden and pond. This enables learning to be promoted in all areas of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to improve the quality of education, the headteacher, staff, and governing body should:
- a) Improve standards in writing by developing creative and extended writing techniques across the curriculum. (Paragraph 72)
 - b) Ensure that there is consistent implementation of the school's processes and guidelines for behaviour management. (Paragraph 11, 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	16	7	2	0	0
Percentage	0	11	57	25	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	113
Number of full-time pupils known to be eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	6.7

Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	23	10	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	22
	Girls	9	9	10
	Total	26	26	32
Percentage of pupils at NC level 2 or above	School	79 (85)	79 (85)	97(89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	21	18
	Girls	9	10	10
	Total	26	31	28
Percentage of pupils at NC level 2 or above	School	79 (89)	94 (85)	85 (85)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
106	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
3	0	0
0	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 – Y3

Total number of qualified teachers (FTE)	5.6
Number of pupils per qualified teacher	19.8:1
Average class size	22.2

Education support staff: YR – Y3

Total number of education support staff	9
Total aggregate hours worked per week	209.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Financial information

Financial year	2001/2002
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	£
Total income	358,167
Total expenditure	349,103
Expenditure per pupil	2,691
Balance brought forward from previous year	7,464
Balance carried forward to next year	16,528

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 72%

Number of questionnaires sent out	111
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.	73	27	0	0	0
My child is making good progress in school.	65	32	3	0	0
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	53	43	5	0	0
The teaching is good.	76	21	1	0	1
I am kept well informed about how my child is getting on.	59	38	3	0	1
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	71	25	0	0	4
The school works closely with parents.	75	24	1	0	0
The school is well led and managed.	90	10	0	0	0
The school is helping my child become mature and responsible.	83	15	0	0	2
The school provides an interesting range of activities outside lessons.	54	35	6	0	5

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

59. Children enter the Reception class at the beginning of the autumn and spring terms in the year in which they are five. Initial assessments show that many children enter the school with below average skills in language and literacy and well below average in mathematical skills but above average in personal and social development. This reflects a decline in standards on entry since the last inspection when attainment was average overall. There is a good system of induction, including home visits by the teacher, which ensures a smooth and happy start with good parental involvement. At the time of the inspection the numbers in the Reception class were small but this gave good opportunity for an increased emphasis on expectations of behaviour and support for learning basic skills.
60. The good provision for Reception children has been maintained since the last inspection. The curriculum is planned carefully to address the Early Learning Goals in each area of learning in the Foundation Stage. The teacher has effectively used results from baseline assessment to target areas of need for her children and there is an increased focus on improving mathematical language. The school has developed a secure system of assessment that shows levels of achievement throughout the year in all areas of learning. It is expected that most children will achieve the final stage of the Foundation Stage curriculum before starting Year 1 of the National Curriculum. A good range of activities is provided and there is effective inclusion of all children, including those with special educational needs. There is evidence of high quality assessment of skills that build onto previous learning. These assessment activities are planned as part of the curriculum. Children are learning to make choices and are beginning to initiate their own learning. The co-ordinator, who is the Reception class teacher, has cordial links with the independent playgroup through regular visits, and contacts ensure continuity in provision and sharing strengths and areas for development. There are some links made with the next class teacher to encourage continuity.
61. The Reception class is a self-contained unit but the children are integrated well into the life of the school through attendance at collective worship. There is a satisfactory range of resources including some multi-cultural clothes for role-play but these were not used as a regular activity at the time of the inspection. There are good opportunities for outdoor play.

Personal and social development

62. By the time children leave the Reception class, they are achieving the standards above that expected in this area of learning as the result of good teaching. The teacher is effective in encouraging children to develop confidence in their relationships with both adults and children. She emphasises the importance of taking turns when speaking and encourages them to address each other politely using *'please'* and *'thank you'*. Children are beginning to play and work together well in a variety of activities, such as choosing partners, taking turns to spread the jam when making sandwiches and listening carefully to what other children have to say. They are learning to consider others around them. For instance, when a group of boys play with large building bricks they include a girl in their activity. Adults are providing good role models for children, showing respect for each other and working effectively as a team. There are clear routines, which encourage children to learn what is acceptable behaviour, for example, taking turns to speak and not calling out. As a result, children build sound relationships

with others. They are given some opportunities to make choices and are encouraged to be independent. In physical education lessons, they change independently, receiving only occasional help from an adult. In the classroom, equipment is easily accessible and children work together well to tidy up at the end of the session.

Communication, language and literacy

63. Teaching is good and children listen with enjoyment to stories such as *'The Gingerbread Man'*. They show confidence in recognising main characters and are interested in sharing books with each other and adults. Children have a firm understanding of the importance and relevance of print, and are beginning to show confidence to ask questions such as *'What does describe mean?'* They are able to recognise the components of books such as spine, front and back covers and know the correct way to handle them. Staff are competent in using opportunities to reinforce language skills through questioning. The teacher makes some interventions, encouraging children to describe accurately what is happening when water is poured during water play. Elements of the literacy strategy are used well in the Reception class, and there are effective strategies used to encourage children to write in small writing booths. Some children are beginning to demonstrate very early mark making skills when one child makes *'a card for mummy'*. During the inspection there were examples of children developing an awareness of other languages when they answered the register in French, English or Japanese. Most children are making good progress and will achieve the standards expected by the end of the year.

Mathematical development

64. On entry to the Reception class, skills are below average, especially in the use and understanding of language linked to mathematics. However, by the time that the children are ready to start Year 1 of the National Curriculum, most children will achieve the Early Learning Goals. Teaching is good and there is evidence already of children counting up to 10 and some attempt counting to 20. Children are confident when ordering size. For instance, as part of an activity to make a shoe for a giant there was evidence that children could arrange shoe sizes from baby's shoes to very large policeman's boots. They are able to say which shoes are smaller or larger than others and express their findings in their own way *'I made it longer than the policeman's shoe – it's huger!'* When playing a circle game of *'Lucky Ducky'* using dice, children are able to recognise how many dots are on some of the faces but are not able to use mathematical language to describe the pattern for 6 or 4. Staff in the Reception class encourage children to solve problems, for example, giving equal pieces of a gingerbread man to two people but the children have yet to understand the concept of equal parts. There is a good range of activities to support learning in this area and children play with different construction equipment to develop their knowledge of shape and space. When playing with water, they develop their understanding of concepts such as *'full'* and *'empty'*. However, there is no evidence of challenges being offered to guide independent learning such as *'How many cups do you need to fill the jug?'*

Knowledge and understanding of the world

65. Children enter the Reception class with a limited knowledge and understanding of the world around them. For example, they have very little knowledge about the significance of autumn and falling leaves. However, good teaching helps them build on this knowledge through the exploration of their senses when collecting objects from outside. The teacher supports the children well and encourages them to find out for themselves. Children are able to use magnifying glasses correctly to look closely at patterns and structures related to a collection of natural objects such as cones, horse chestnuts, feathers and wood. They know the significance of Easter as a '*new beginning*' and talk about the '*clouds and thunder came when Jesus died*'. Children find out quickly the skills needed for certain activities and use them effectively. This was evident in an activity to make sandwiches using slices of bread and spreading. They are able to describe their likes and dislikes with clarity and confidence. Information and communication technology is used well to support the curriculum and children are developing the skills required such as using the mouse to control movement on screen.

Physical development

66. Teaching is good and children make good progress. They show a good awareness of space and move around the hall confidently. For example, children were observed learning to start and stop quickly in response to a command. Most children are able to change their body shape and maintain a balance effectively and are able to control their movements to take off and land on two feet. The teacher uses her knowledge well to improve the quality of movement and encourages children to work with a partner to suggest improvements. They show obvious enjoyment in the activity and are beginning to develop good levels of concentration and perseverance.
67. The outdoor play area and the provision of wheeled vehicles help children to develop their physical skills. There is evidence of children working with a variety of equipment such as balance beams, skipping ropes and stilts. Most children co-operate well together when using glue and scissors to cut tape for paper sculptures. There is evidence of the progression of skills from random tearing of paper for pictures to controlled and guided tearing techniques for paper sculpture. Drawing skills are developing well through activities such as creating a boot for a giant where the general shape is accurate. There are also many opportunities for making marks in different colours with a wide range of writing and painting utensils. However, opportunities for pupils to use other tools, such as saws and hammers, to develop their co-ordination further are limited.

Creative development

68. Children make good progress as a result of the good teaching they receive. They create collages using a range of papers, tissue, foil and crêpe paper and use colours effectively in their paintings. They are given opportunities to use a range of instruments such as Indian bells, maracas and claves to accompany well known nursery rhymes. In the collective worship with the rest of the school and visitors, children are starting to join in and absorb the enthusiasm for singing. Good opportunities for children to develop creative responses are also provided through gymnastics and dance. However, there was less evidence of children initiating role-play or adults involved in promoting and extending these skills.

ENGLISH

69. Current standards in English are in line with national averages by the end of Year 2 and meet national expectations by the time pupils leave the school in Year 3. This is similar to the findings of the last inspection. Standards in speaking, listening and reading are average in Year 2 but standards in writing are below average. This is a similar picture to the results in the most recent National Curriculum tests of 2002. In Year 3 speaking skills are above national expectations but are as expected in listening and reading. Standards in writing are below that expected in Year 3. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress in speaking, listening and reading. This is because individual progress is carefully checked and support for difficulties is provided in both groups and on a one-to-one basis. However, progress in writing could be better. In the current Year 3 class there is a predominance of boys who perform less well than the girls. The school has identified that their interests in English differ from those of the girls and have, as a result, successfully implemented resources and programmes of study that will interest and appeal to this specific group of pupils.

Speaking and listening

70. Listening skills are underdeveloped when the pupils start school but good progress is made and, by the end of Year 2, they are careful listeners. The pupils learn to listen to their teacher and develop an understanding of why they must take turns when they are involved within group work. The positive ethos of the school encourages the pupils to gain confidence as speakers and by the time they leave the school at the end of Year 3 their speaking ability is above that expected for their age. They talk enthusiastically in class sessions and show confidence when reading out short pieces from the bible in front of the whole school.

Reading

71. Most pupils enjoy reading and talk enthusiastically about their favourite authors, storybooks and poems. Above average pupils refer to a range of books they have read and discuss their favourite characters. They read with good levels of expression and fluency. For example, they raise their voice as they approach a question mark and put real expression into words such as *'boozing and dripping with butter'*. Average pupils read accurately but lack fluency and expression. Below average pupils recognise key words but lack the confidence to read fluently. At the time of the last inspection it was felt that reading skills were not taught consistently throughout the school. However, teachers have introduced a systematic approach to the teaching of letter sounds and pupils are encouraged to *'chunk it out'*. This involves grouping parts of a word together to enable the pupils to visualise it into small manageable pieces. This is having a positive impact on standards in both reading and spelling.

Writing

72. By the end of Year 2 above average pupils confidently use full stops and capital letters in their writing. Average pupils have not yet fully developed their knowledge of sentences. They tend to use *'and'* to link thought patterns. Below average pupils have difficulty remembering to leave spaces between words. By the end of Year 3 above average and average pupils are able to retell favourite stories such as *'Billy Goat Gruff'* and *'Thumbelina'*. Pupils confidently use their writing skills in a wide range of ways across the curriculum. They carefully label their work in science, create glossaries in history and write captions for photographs. However, their ability to use their imagination and write in detail and at length is underdeveloped. Pupils are not provided with opportunities early enough to write creatively and this has a negative impact on

their ability to record in a sustained style. This was identified as an area for improvement at the last inspection and has not been fully rectified.

73. The overall quality of teaching and learning is satisfactory. However, the teaching observed during the inspection ranged from very good to unsatisfactory. Where the quality of teaching is very good or good the introductory session recaps on what has been remembered from the previous session and this is used to check on pupils' progress. Pupils are managed very well and there are high expectations of behaviour. Relationships are very positive and time management very effective. This has a positive impact on the attitudes of the pupils who are keen and eager to learn. This encourages the pupils to work at a good pace. For example, in a very good Year 3 lesson the pupils were given reminders prior to the end of the last session, which was used very well to reinforce the learning that had taken place. Pupils maintained their interest and concentration throughout the session. In contrast, one lesson in a Year 1/2 class observed was of unsatisfactory quality because the teacher had no overview of what the pupils were doing and did not manage the pupils satisfactorily. This meant that a significant number of pupils were not engaged in their activities, the noise level was high and behaviour was unsatisfactory. As a result, few gains were made in the pupils' learning. Throughout the school marking is used well to encourage pupils and help them identify points for improvement. Staff take great pride and care when teaching pupils to read but expect their commitment to be matched with effort from home. This is achieved very successfully through regular homework tasks and very good communication channels established through the home/school reading diaries.
74. Management of the subject is very good. The co-ordinator systematically checks teaching and learning throughout the school. The results of both the statutory and optional test results are analysed and points for improvement clearly identified and acted upon. For example, there is a good awareness of the specific needs of the current Year 3 class, which has a predominance of boys. Literacy skills are used very well across the curriculum and support learning very well in subjects such as history, geography and science. The pupils also use their information and communication technology skills to support their learning and this has a good impact on the progression of skills in both subjects. Resources are good and used well to promote positive attitudes towards the subjects. The library and individual book areas are attractively laid out and provide a good range of interesting books, which appeal to the pupils. Cultural dimensions are explored through the use of traditional fairy tales, myths and legends and this has a positive impact on their learning.

MATHEMATICS

75. Standards in mathematics are in line with the national average at the end of Year 2 and meet national expectations by the end of Year 3. Standards have been maintained since the last inspection. Over time standards have been below the national average but the most recent test results and inspection findings indicate an improvement. This is because an analysis of test papers has been made which has identified areas of weakness in pupils' skills. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. This is as a result of good quality teaching and effective checking on the pupils' strengths and weaknesses. Provision for pupils with special educational needs is good because small groups of underachieving pupils are given extra support so that they may reach their full potential. Although there were no differences noted in the attainment between boys and girls in Years 1 and 2, the boys in Year 3 performed better than the girls in the most recent national tests of 2002. The school has identified pupils who are gifted and

talented mathematicians and the headteacher provides appropriate activities for this group of pupils.

76. By the end of Year 2, pupils are developing skills in using numbers involving hundreds. They are aware of the use of doubling and recognise odd and even numbers. Above average and average pupils count in 5's and 10's and recognise the patterns involved. Below average pupils are able to count up to 30 using apparatus for support. All pupils are beginning to develop strategies for working out calculations in their heads and are able to solve word problems involving multiplication and division. They develop strategies to check their work for accuracy using partners and calculators. There is a satisfactory knowledge of mathematical terms, which are used as part of vocabulary linked to mathematical learning. For example, pupils are encouraged to name three-dimensional shapes, such as cuboid, sphere and pyramid, and are recognising the attributes of these shapes. Teachers place a satisfactory emphasis on the use of language to demonstrate the variety of methods used to reach a correct answer. This was exemplified when a group of underachieving boys were observed using the appropriate vocabulary when working out the measurements for a giant. They enthusiastically used the words '*approximately*' and '*roughly*' and gained much enjoyment from this activity. In contrast, above average pupils devised questions to guess the name of a hidden shape. These good links with language development effectively promote both literacy and numeracy skills.
77. By the end of Year 3, pupils are enthusiastically using place value of numbers up to 100 with growing confidence. They are beginning to increase the speed of mental calculation in oral starter sessions. They use centimetres and millimetres when drawing lines and have started to recognise the importance of accuracy in measurement. Pupils show growing confidence in the use of appropriate mathematical language, using '*centimetre, millimetre, estimate and actual*'. However, they expressed their difficulties with vocabulary such as '*tessellation*' and the range of words used for subtraction. Above average pupils weigh objects with increasing accuracy and order objects by mass. They are able to make estimates of coins and data is recorded in a variety of ways such as bar charts, graphs and diagrams using information collected from members of the class. Pupils apply mathematical knowledge to solve real-life problems and use their good information and communication technology skills to support learning.
78. The overall quality of teaching and learning is good. Teachers use their questioning skills effectively to ensure that all pupils are taking an active part in the lesson and suitable challenges are provided for all pupils. Learning objectives are usually shared with pupils and teachers are beginning to involve them more effectively to demonstrate their learning. Generally teachers manage the pupils well and they respond positively to the very good relationships. Pupils have a positive attitude towards their work and enjoy numeracy sessions. When given opportunities to work in groups or in pairs, they co-operate well together and remain on task when discussing their work. Good use is made of classroom support to help below average pupils. However, in a minority of lessons pace is not used sufficiently well to maintain interest and opportunities are missed for pupils to assess their own learning through the final session. In these lessons pupils with short concentration spans present greater challenge in terms of behaviour and their listening skills are not well developed. The quality of marking is satisfactory. Good use is made of homework and this is often used to continue the work completed in class.
79. The subject co-ordinator has ensured that the National Numeracy Strategy has been implemented effectively. She has good subject knowledge and has begun to have a

positive effect through monitoring of teaching and planning. Performance data has been used well to provide information for teachers to target learning. There is evidence to show that assessment information is gathered and then used when planning future activities and setting pupil targets. Resources are good and stored centrally.

SCIENCE

80. Standards at the end of Year 2 are in line with the national average and meet expectations at the end of Year 3. This is a good improvement on the results of the 2002 teacher assessment tests, which indicated that the standard reached by pupils in Year 2 was well below the national average and in comparison to similar schools. All pupils, including those with special educational needs and English as an additional language, make good progress from their low base on entry into school. Standards in science have remained similar since the last inspection.
81. By the end of Year 2, pupils are beginning to understand what makes a fair test and have started to develop good observation skills. For instance, they compare the performance of model cars on a slope, and test their predictions as to which one will travel the farthest. Pupils are familiar with the different habitats of mini-beasts and pond creatures. They examine seeds and plants and know that successful growth requires water, warmth and light. The pupils look at how substances change when they are heated and know which return to their original state when cooled. They know that magnets only attract iron and are able to construct simple electrical circuits. Results are successfully recorded in different ways and a good start has been made to their use of correct scientific language. In Year 1, they are developing an understanding of taste and smell. They select fabrics, which make a waterproof raincoat for their teddies and look at how push-pull toys work.
82. In Year 3, pupils consolidate their understanding of fair testing and construct their own tests in small groups to examine the effects of light on coloured translucent and opaque materials. Their scientific investigations become more systematic and recordings more precise. They successfully discuss their findings with the rest of the class.
83. Pupils extend their understanding of mathematics through science by illustrating their findings in block graphs, such as the number of pupils with particular eye colour in one class.
84. The quality of teaching is good. Pupils are given opportunities to form a secure understanding as to the importance of fair testing. They are encouraged to observe carefully and are given a good range of resources to use. There is a good balance between formal tasks and exploration time. This enables the pupils to achieve well within the lesson. Teachers ask carefully focussed questions and encourage pupils to use the correct vocabulary. Generally planning is satisfactory and learning intentions are recorded in the weekly planning sheets. Teachers assess pupils' achievements regularly and adjust their planning, as necessary.
85. The co-ordinator for science has only had the responsibility for just over a year. However, she has been on a number of training courses and this has enabled her to improve the support she offers staff. The co-ordinator has also monitored teaching in other classes. This has helped her to draw up an action plan for the improvement of science in the school. The co-ordinator has a very good understanding of the subject and a clear vision of how to develop it. Her plans include, additional training on how to improve pupils' understanding by careful questioning and to include more precise detail of levels achieved in the recording of pupils' assessments. She has identified the need to improve the use of the video to support the study of animal movements and the

fundamental facts about electricity. The resources for science are generally of good quality and condition and very well used by teachers. A particularly useful resource is the garden, which includes a well-supervised pond, herb garden and small wooded area. This enhances the pupils' first hand experience of living things and life processes.

ART AND DESIGN

86. Standards at the end of Year 2 and Year 3 are similar to those expected nationally. Standards have been maintained since the last inspection. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress.
87. By the end of Year 2, pupils have a sound experience of a variety of media and styles to include paint, pastel and pencil. There are examples of well-executed close observational drawings of natural materials and of the local church. Review of pupils' work shows that they have been provided with a wide range of learning opportunities, such as the work of living artists Andy Goldsworthy and John Miller, as well as famous international artists such as Paul Klee and Henri Matisse. Work based on the creation of a willow sculpture demonstrated the involvement and interest of all pupils in this three-dimensional project, which had also had a positive impact on their cultural development. There is evidence that pupils are developing skills in mixing and handling paint and early skills in drawing using shading. Discussion with Year 3 pupils shows that they enjoy the subject and are given satisfactory opportunities to develop a sound knowledge of the skills required. Good use is made of information and communication technology skills to promote learning in art.
88. The quality of teaching and learning is satisfactory. Teachers' subject knowledge is sound and national guidelines are used to ensure that pupils' skills are gradually built up as they move through the school. Only one art lesson was observed. Although most pupils were interested in the activity, the quality of teaching in this lesson was unsatisfactory. This was because expectations were too low and there was little evidence of teacher interaction to ensure all pupils remained on task.
89. The school has introduced sketchbooks and these are used effectively to record preparatory work for art and design technology. They are developing as a useful tool to practise skills and techniques using a range of media such as pencil and pen. Assessment is based on the nationally recommended scheme of work and is used well when planning future activities. Photographic evidence shows that pupils have satisfactory experience of three-dimensional work through collage and clay.
90. The co-ordinator has been in post for some years and she provides effective support for colleagues. She monitors standards in teaching on an annual basis. There are a number of effective displays of children's work but overall there is a limited amount of work generated and created by pupils. Many of the displays of work by famous artists are inappropriately displayed because they are too high for pupils to use to support their learning. Resources are satisfactory in quality and quantity and stored centrally as well as in classrooms.
91. The subject makes a satisfactory contribution to pupils' spiritual and social development through visits to local exhibitions and art galleries. Recent photographic evidence shows pupils working with stonemasons at Exeter Cathedral. This makes a significant contribution to pupils' spiritual development. The school makes appropriate

use of local opportunities to see exhibitions of paintings and sculptures, but there is little evidence of the use of work by multicultural artists.

DESIGN AND TECHNOLOGY

92. Only one design and technology lesson was observed but additional evidence was gathered through conversations with Year 3 pupils and looking at samples of past work. Indications are that pupils' attainments are broadly in line with national expectations by Year 2 and at the end of Year 3. They make good progress to achieve this standard. Pupils who have special educational needs or those for whom English is an additional language also make good progress because they are encouraged to work with partners or are supported in groups by learning support assistants. Standards were judged to be above average at the time of the last inspection but a more detailed review of work was available at that time.
93. In Year 1, pupils learn to choose appropriate materials to make hats. In Year 2, they extend their skills by finding different ways to join three-dimensional models. They increase their food technology knowledge by tasting the difference between natural and prepared foods. By Year 2, pupils are evaluating their work sensibly and finding ways to improve it. By Year 3, pupils confidently make a sandwich for an adult using grated cheese and add salad as a garnish. This particular topic is linked well to other areas of the curriculum. For example, in mathematics pupils analyse the data collected on favourite types of sandwiches and positive links are made with healthy eating in science. They also construct animals that move effectively using levers.
94. In the Years 1/2 lesson seen, the quality of teaching was good. The pupils discussed their designs with a partner, which helped to improve their speaking and listening skills. The teacher had high expectations and most pupils succeeded in the set task, which was to design a bookmark on the theme of the book 'Pumpkin Soup'. Although a small number of pupils exhibited challenging behaviour, the teacher maintained good control and good relationships throughout. In this lesson good use was made of the pupils information and communication technology skills when they were given the opportunity to design their bookmarks using a painting program on the computer.
95. The co-ordinator has a good understanding of the subject and has enabled teachers to gain in confidence and understanding since the last inspection. She encourages a cross-curricular approach whenever possible and monitors, assesses pupils' work, and the quality of teaching throughout the school. Her priority for the future is to continue to develop skills. The resources are satisfactory with good use made of recycled materials.

GEOGRAPHY

96. Two geography lessons were observed. Additional evidence was gathered through conversations with Year 3 pupils and looking at samples of past work. Indications are that pupils' attainments are broadly in line with national expectations by Year 2 and at the end of Year 3. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress to achieve this standard. This is similar to the standards found at the last inspection.
97. Year 1 pupils are beginning to develop a sense of how places and journeys can be represented on a map. Individual pupils pack 'Huw' the class teddy in their suitcase and he goes with them on family holidays. Photographs are taken to show the rest of the class what other places look like. Year 2 pupils extend their understanding of maps by drawing a plan view of the school. They visit Dawlish, which helps them gain knowledge of some of the characteristics and features of a locality different from their own. Through stories from East Africa, they learn about communities contrasting to their own. By Year 3, pupils are developing an understanding of different types of weather. They recognise some weather map symbols and increase their knowledge of the correct vocabulary.
98. Very good use is made of the school's own locality and there are many examples of cross-curricular links, particularly through very effective use of information and communication technology. For instance, computer-linked video has enabled Years 1 and 2 pupils to study local buildings where they look for the shapes that they are learning about in mathematics.
99. The quality of teaching and learning is satisfactory overall. In one geography lesson, the class teacher very successfully engaged the attention of the pupils by using a computer. The Year 1 pupils looked at digital photographs on the computer screen to prepare them for a walk to the local art gallery. In particular they looked at safety aspects of the visit. The teacher involved the pupils in good dialogue, which showed that most had a secure understanding of the difference between physical features and man-made features. Their full involvement in the lesson resulted in good progress taking place. However, although the other geography lesson observed in a Years 1/2 class was satisfactory, there were weaknesses in the implementation of the school's behaviour management processes and guidelines and teacher expectations. In this session the pupils were required to compare the trees found in England with those growing in India. The task set was not sufficiently challenging and a significant number of pupils became restless. Whilst the teacher moved around interacting with groups of pupils, others were required to put up their hand when they had finished and this resulted in time wasted.
100. The geography co-ordinator is very enthusiastic and has a clear idea of how to develop the subject. He is particularly knowledgeable about how information and communication technology can improve learning. Resources are generally satisfactory and very good use is made of the immediate locality to develop pupils' geographical skills and develop their awareness of local cultural.

HISTORY

101. Standards are in line with national expectations at the end of Year 2 and also by the time pupils leave the school in Year 3. All pupils, including those with special educational needs and those for whom English is an additional language, make good

progress in history throughout the school. This is similar to the standards found at the time of the last inspection.

102. Pupils in Years 1 and 2 understand the difference between old and new. For example, as a homework activity, pupils were encouraged to bring in books from home. One class had organised them into a timeline consisting of books ranging from copies enjoyed by their grandparents and parents to their own favourites. This gave them a really clear idea of the passage of time and also had a very positive impact on their own cultural awareness. The pupils showed great respect towards these books and were observed treating them with care. Pupils understand the difference between now and then. For instance, they understand that the games played by children during Victorian times were different from those enjoyed today. The pupils confidently discuss the type of holidays enjoyed by the Victorians and compare them with their own experiences. They find out about famous characters from the past and most pupils can use reference materials independently and present their findings clearly. This was exemplified in their work about Sir Francis Drake; the pupils researched the facts about this famous character and explained how he fought the Spanish at sea. By Year 3, pupils are able to compare two different lifestyles, which took place during the same time in history. For instance, they know what Celtic homes looked like and they understand how the Celts cooked and what they ate. They also understand that life in the Roman towns was different from this.
103. The quality of teaching and learning is good. This is as a direct result of the very enthusiastic co-ordinator who manages the subject in an efficient and highly effective way. The co-ordinator has a very good overview of the subject through observations in class and through work reviews. He actively encourages teachers to plan their history topics around the programmes of study for the National Curriculum and through links with other areas within the curriculum. As a result, the work is meaningful to the pupils who are keen and gain real confidence as historians. For instance, old paintings are frequently used for the pupils to gain evidence about the past. This also has a positive impact on their knowledge and understanding of famous artists. Very good links have been established with information and communication technology. Pupils create word banks on the computer to help them in their learning of different historical periods and enthusiastically use the digital camera to record outings made to the local museum and other areas of interest. Music is also used very well to promote learning in history. For example, during a session about the Second World War the pupils listened to music played by Glenn Miller. This stimulated their interest and also encouraged their music appreciation skills.
104. Teachers check pupils' learning systematically and use their findings to plan future work. This is done in lessons through skilful questioning techniques and at the end of each unit of work. This ensures that pupils have acquired the appropriate knowledge and understanding. Lessons are made interesting by effective use of resources, which stimulate the interest and imagination of the pupils. For example, in a good lesson in Year 3 focusing on World War Two, a recording of an air raid siren was used to set the scene for a session about the evacuation programme. Very good use was made of factual accounts and original photographs from the period. The teacher extended the pupils' knowledge and understanding through the good use of vocabulary linked with the evacuee programme, including terms such as billets, billeting officer and host families. This session had a significant impact on the development of pupils' spirituality especially when the class were required to act out particular stages of the journey of an evacuee.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Attainment is above national averages by the end of Year 2 and Year 3. Pupils' progress in knowledge and understanding in information and communication technology is very good throughout the school because of the expertise of the co-ordinator and his confident use of very good equipment and resources. The progress made by pupils with special educational needs and those for whom English is an additional language is similar to other pupils. At the time of the last inspection, attainment and progress were judged to be average. Since then there has been a good improvement in provision.
106. A particular strength of the pupils' achievements is the manner in which their skills have been developed to support all areas of the curriculum. For instance, pupils use their keyboard skills well to process their poems and stories. Pupils in a Years 1/2 class showed how they understood the concept of rhyme by working productively together in pairs to create a poem about swans *'who sailed down the stream and had a happy dream'*. Most pupils are able to select their desired font size for emphasis and effect choosing an appropriate colour of print. Pupils in Year 3 confidently use graphics to create book covers and have created effective safety instructions for Bonfire Night. Pupils experiment with painting programs. For instance, pupils in a Years 1/2 class have designed and then created colourful bookmarks. They enjoy creating different images of themselves through the use of a program that disguises their facial features. In history, pupils use the computers to create glossaries of particular periods such as the Tudor era. Very good use is made of the digital camera; this is used both to record pupils' achievements for assessment purposes and as a way in which the pupils can evaluate their own work. For example, the digital video was used well to record a dance session, which enabled the pupils to discuss their performance and make suggestions for improvement.
107. Teaching is good throughout the school. The curriculum is very well planned and cross-curricular links managed effectively. For instance, there are good links with literacy, history, geography, music and art and design. The teaching of information and communication technology skills is enhanced by the expertise of the co-ordinator who has set sensible priorities and has managed to increase the confidence of staff. Teachers have good subject knowledge and use this well to organise and present their lessons. This ensures that boys and girls are set tasks that match their differing prior attainment. In a good lesson in Year 3, pupils' knowledge and understanding of sentence structure was effectively emphasised when they were required to write about their class in a style suitable for Reception age children. A good lesson in Years 1/2 gave pupils opportunities to reinforce and extend their skills in video making. During this session the teacher asked pupils to comment on the quality of a video that had been taken earlier. They confidently used technical terms such as clip, soundtrack and still. They clearly showed a good awareness of filming techniques and use of the correct vocabulary. Pupils are well supported by the good number of staff who give effective support. Procedures for assessment of pupils' attainment are very good and this ensures that teachers are able to evaluate exactly what the pupils have learnt.
108. Teachers use options within the software to match the needs of below average pupils and those with special educational needs. Pupils are managed well and are engaged and motivated in lessons. Both boys and girls demonstrate confidence in using computers and concentrate well. They are able to work independently at computers and treat equipment with care.
109. The co-ordinator's leadership and management actively promote high standards. He has used his information and communication technology expertise for local education authority initiatives and extended its use to the parents. This has a good impact on partnership between home and school. Teachers' planning for information and

communication technology has been supported and monitored. The training provided by specific grants has boosted the teachers' confidence and basic skills significantly. The school's resources are very good and are deployed and managed effectively. This has a very positive impact on pupils' achievement. The subject is supported by a detailed policy and scheme of work that demonstrate how skills should be developed across the school.

MUSIC

110. In the last inspection, pupils in Years 2 and 3 were judged to be attaining standards in line with national expectations and these have been maintained. Music is an important part of the school's curriculum and all pupils are encouraged to take part in lessons and extra-curricular opportunities. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress in music throughout the school.
111. The school uses the nationally recommended guidelines but has begun to adapt the scheme according to the needs of the pupils. The co-ordinator, who is also a musician, provides effective support for her colleagues in areas such as planning and resources. Scrutiny of pupils' work shows that good opportunities are provided for composing, listening and appraising music, and performance skills. Pupils are developing skills in creating their own methods of recording rhythm and pitch. They have opportunities to listen to music in Years 1 and 2 and older pupils have experience of appraising music and talking about their feelings when listening to works by famous composers such as Debussy, Scott Joplin and Glenn Miller. There are good links with other areas of the curriculum such as design and technology, when they designed a musical pizza and composed music linked to weather conditions.
112. Year 1 pupils are able to clap to a given rhythm following the teacher's lead. They are able to compose sound effects to accompany a poem '*Who is tapping at my window?*' There is evidence that pupils are in the early stages of performing and lack confidence to share their ideas with the rest of the class. However, they are beginning to be able to respond to the conductor and most pupils demonstrate a sense of rhythm, responding effectively to the signal to stop. In Year 1/2, pupils are able to select appropriate instruments to create sound effects for the poem '*Pumpkin Soup*'. They produce short sharp sounds and sprinkling sounds using a variety of percussion instruments. Pupils' attitudes are satisfactory and most show enjoyment and commitment to their work.
113. The quality of singing in assemblies is good, and pupils show enthusiasm and control pitch effectively. The school uses this occasion to introduce pupils to a variety of music.
114. The quality of teaching and learning is good overall. In the two lessons observed, teachers were effectively developing pupils' knowledge and understanding through their teaching. When the teaching was good or very good, teachers had clear control, demonstrate skills well and encourage pupils to listen and watch carefully. In a class of Years 1/2 pupils, the teacher has high expectations of the pupils, encouraging them to evaluate their performance and improve it to finish the lesson with a performance of good quality. There is evidence of recorded performances, which helps the pupils make assessments of their work and recognise the quality of their learning. In this Year 1/2 lesson, the teacher used praise well and encouraged pupils to experiment with sound to create the required effects.

115. The subject contributes well to the spiritual development of the pupils when they are encouraged to express their reactions and feelings in response to the stimulus of a range of music.
116. Some pupils receive specialist tuition in keyboard skills from a local authority music teacher. The co-ordinator leads extra curricular inclusive choirs for boys and girls, recorder and guitar tuition. This provision is a good feature of the school's work and ensures that there is equal opportunity provision for all. The co-ordinator monitors planning on a termly basis and teaching is observed annually. There is a simple assessment system based on the nationally recommended structure. Resources for music are good and stored centrally. There is little evidence of pupils using information technology to generate composition but the co-ordinator has identified this as an area for development.

PHYSICAL EDUCATION

117. Pupils' attainments in physical education are broadly in line with national expectations by Years 2 and 3. However, standards in dance are good and are a strength of the school as they were at the last inspection. Pupils make very good progress to achieve this standard. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress in physical education throughout the school.
118. During the inspection, only two physical education lessons were observed. However, some additional evidence was gained by looking at photographs of past lessons and by conversation with Year 3 pupils. Within this limited framework of evidence, it is not possible to make a detailed evaluation of gymnastics and games but there are indications that both aspects are covered sufficiently and to a satisfactory standard.
119. In the dance lesson observed, with a mixed Years 1 and 2 class, pupils' achievements were better than those expected nationally. Most pupils, particularly those in Year 2, showed a mature awareness of how one can represent ideas in movement and pose, such as the opening and closing of a book, the rustling of the pages, and the curved motif on a cover of an old book. They responded well to instructions such as '*make a clear shape*' and include some contrasting movements and remained totally involved in the experience throughout the lesson.
120. The quality of teaching in the one dance lesson seen was very good, and characterised by a lively and inspirational approach which resulted in very good pupil attention and a willingness to 'have a go'. The pupils were very well prepared for the lesson by viewing and discussing a computer linked video recording of their previous attempts. The teacher singled out good practice and involved the pupils in an evaluation of their own performance. The excellent choice of music created the right atmosphere and gave a structured framework without restricting the pupils' own ideas. The teacher used praise throughout the lesson to reinforce good practice and good behaviour, resulting in the pupils' very good progress.
121. Photographic evidence shows that pupils receive many opportunities to express themselves through dance and perform regularly as part of collective worship. For example, Year 3 pupils celebrate their skills with ribbon dancing and country dancing.
122. The co-ordinator for physical education is enthusiastic for the subject and takes opportunities to develop her personal skills. She has monitored all teachers' physical education lessons and gives good support and advice. Plans for future development

include a dance workshop in the summer term and a lunchtime club for talented pupils. Pupils are assessed regularly, and account is taken of their achievements in subsequent planning. Resources are adequate and include a reasonably sized hall.

RELIGIOUS EDUCATION

123. Standards in religious education are above the expectations of the locally agreed syllabus by the end of Years 2 and 3. All pupils, including those with special educational needs and pupils for whom English is an additional language, make good progress in their learning. Standards have been maintained since the last inspection.
124. By the end of Year 2, pupils are beginning to understand the significance of some of the important customs, beliefs and practices of Christian, Jewish, Hindu and Buddhist faiths. In a Years 1 and 2 class, pupils listen with interest to the story of Rama and Sita and symbols and artefacts connected with the Hindu faith are used effectively to support their learning. This enables the pupils to have a clear understanding of the importance of the story in the Hindu religion. Scrutiny of work shows that pupils in Year 1 know some of the stories about Jesus. They are aware of the importance of festivals such as Christmas and Easter and the symbols related to these occasions. Pupils understand the significance of the Christingle as representing all corners of the world. In Year 2, pupils have a good knowledge of some of the customs associated with Hanukkah and they begin to appreciate its special significance in Judaism. They know about Jewish celebrations and that the Jewish people worship in a synagogue.
125. By the end of Year 3, pupils have a broader understanding of Christianity and are developing their knowledge and understanding of other faiths. They are beginning to reflect on their own beliefs and those of others. Pupils in Year 3 develop their knowledge and understanding about Christian worship and are able to give good examples relating to the components of a prayer using words such as *adoration, supplication, confession and thanksgiving*. They give relevant examples linked to their experiences in the world, *'to stop hurting others, to be kinder and to do their best'*. Scrutiny of work from last year shows that pupils in Year 3 had a good knowledge of the symbols associated with the Muslim faith, the significance of the prayer mat and that Muslims pray five times a day in a certain direction. Although the pupils have had no opportunity to visit a mosque, they are given good opportunities to build up their knowledge and understanding of religious beliefs through contact with artefacts and books.
126. The quality of teaching and learning is good and pupils are achieving well. No unsatisfactory lessons were observed during the inspection. The scheme of work is based on the locally agreed syllabus and the headteacher, who was a member of the working party for the document, is well qualified to make changes to the curriculum to meet the needs of the pupils. Teachers' subject knowledge is secure and this has a positive impact on pupils' learning. Resources are well organised and used effectively to support learning. For example, one teacher had used video film to show details of the Hindu religion.
127. Pupils show a keen interest in the subject in a lesson in Year 3 when they explore components of the bible and in conversation when they showed a firm knowledge of different religions and could speak confidently about them. In the Year 3 lesson they shared information and ideas freely with the teacher and other pupils and, as a result, made good progress in their learning. Teachers use questioning effectively to promote discussion. They use a sensitive approach to their teaching and give pupils many opportunities to reflect on their own beliefs and those of others. There is an emphasis on *'thinking time'* before work is attempted and pupils use this time appropriately, linked

to the required task. This is particularly evident in the lesson observed when pupils were given time to think about their ideas for different parts of their personal prayer. Assessment procedures are satisfactory. The school effectively uses a combination of the recommended level descriptors from the locally agreed syllabus and those in the nationally suggested scheme of work to assess pupils' knowledge and understanding at the end of each unit. This ensures that teachers are able to evaluate exactly what their pupils have learnt.

128. Management of religious education is good. The co-ordinator has effectively ensured there are sufficient resources to support colleagues. As a result, teachers are becoming more confident in their subject knowledge. The co-ordinator has a clear view of what is being taught from looking at samples of pupils' work, monitoring planning, and observations of teaching. Resources are good and displays are used effectively to support pupils' learning. The school has close contact with the local church and there have been opportunities for pupils to visit churches of other denominations and a local synagogue.