

# INSPECTION REPORT

**Keyham Barton Catholic Primary School**

LEA area : Plymouth

Unique Reference Number : 113488

Headteacher : Mrs L Allen

Reporting inspector : Mrs G McLean  
21650

Dates of inspection : 15 - 18 November 1999

Under OFSTED contract number: 707221

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

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## INFORMATION ABOUT THE SCHOOL

Type of school : Infant and Junior

Type of control : Voluntary Aided

Age range of pupils : 5 to 11

Gender of pupils : Mixed

School address : Renown Street  
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Appropriate authority : The Governing Body

Name of chair of governors : Mr T Brown

Date of previous inspection : March 1996

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Mrs Anne Butters, Team Inspector	Maths History Art	Curriculum & Assessment Support & Guidance
Mr Ray Jardine, Team Inspector	Science PE D & T	Teaching Leadership & Management
Mr Derek Kitt, Team Inspector	Music ICT Geography	Attitudes Pupils' spiritual, moral, social and cultural development

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## MAIN FINDINGS

### What the school does well

Pupils' attitudes, behaviour and interpersonal skills are very good.

- Standards at the end of Key Stage 2 are above average in mathematics and science.
- Teaching is a strength, it is good or better in almost half of the lessons and more than a quarter of lessons are very good with excellent features.
- Extra-curricular provision is very good and makes a significant contribution to pupils' academic achievements and social development.
- Provision for pupils with special educational needs is very good and pupils make good progress.
- Progress made by pupils is particularly good in reception and at upper Key Stage 2.
- Support, guidance and attention paid to pupils' welfare is excellent. Consequently, relationships throughout and pupils' personal development are also excellent.
- Overall, very good provision is made for pupils' spiritual, moral, social and cultural development.
- Links with parents, the local parishes and wider community are very good.
- The headteacher provides very strong leadership.
- The aims, values and policies very effectively underpin the work of the school.
- Non-teaching staff are well trained. Their time, skills and expertise are used effectively. They make a valuable contribution to pupils' learning.
- Efficiency of the school is good overall. Financial control and school administration is very good. The school provides good value for money.

### Where the school has weaknesses

- I. Ensuring consistency throughout the school so that:
  - all teaching comes up to that of a good standard;
  - skills, knowledge and understanding are taught systematically across the key stages;
  - pupils' progress at a good rate in all lessons.

Keyham Barton Catholic Primary School is a good school. What the school does well significantly outweighs its weakness. However, the weakness will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

### How the school has improved since the last inspection

The school has successfully embraced and implemented national initiatives such as the National Literacy and Numeracy Strategies. It is responding well to new developments and requirements relating to information communication technology, for example, the National Grid for Learning. In response to the first inspection, the school has maintained its good work in terms of ethos, standards and shared aims. The provision for pupils identified as having special educational needs is now a strength of the school in all respects. The school has had a measure of success in developing a more consistent whole school approach to monitoring and evaluating teaching, learning and the curriculum offered to pupils. It is in a firm position to make further improvements. The governing body has responded well to the key issue relating to monitoring and evaluating the effectiveness of spending decisions. Procedures and systems are now rigorous enough to enable the school to ensure that money spent has a beneficial impact on the quality of teaching and learning.

The school is well placed to make further improvements.

## Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	B	B	<i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
Mathematics	A	A	
Science	A	A	

The findings from the inspection show that standards are average in English at both key stages. In mathematics and science they are average at Key Stage 1 and above average at Key Stage 2. The results of the 1999 Key Stage 2 SATs in English, mathematics and science show that the percentage of pupils achieving Level 4 and Level 5 are high when compared with the national picture. These results compare favourably with those achieved in similar schools. They show a marked improvement on the school's 1998 figures when the performance of pupils fell below the national average. Care needs to be taken when interpreting these percentages year on year because many factors can affect the results for a particular year group. However, taking the four years 1996 to 1999, together, the SATs results show standards to be close to the average. Standards in information and communication technology (ICT) at Key Stage 1 are in line with national expectations. At Key Stage 2 they are above. Progress is consistently sound throughout the school and good at Year 6. In physical education (PE) at both key stages, pupils achieve high standards and make good progress. This represents a significant improvement since the last inspection. In all other subjects at Key Stage 1, attainment is in line with national expectations and progress is at least satisfactory. At Key Stage 2, standards in art and history are maintained at these satisfactory levels. In all other subjects; music, geography and design and technology, pupils achieve standards which are better than those expected for eleven year olds. The rate of progress in these subjects is good, particularly at upper Key Stage 2. The good standards in these subjects are due in large part to the programme of extra-curricular activities which are offered to older pupils throughout the year.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Very Good
Mathematics	Very Good	Good	Good
Science	*	Sound	Good
Information technology	*	Sound	Good
Religious education	Not assessed	Not assessed	Not assessed
Other subjects	Very Good	Sound	Good

\*For those under five teaching in these areas is included under separate areas for learning known as Desirable Learning Outcomes.

Good teaching is a feature of the school. Half of all lessons are good or better and one quarter are very good with excellent features.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Very good throughout the school and at all times of the school day.
Attendance	Good. Levels are above the national average.
Ethos*	Excellent.
Leadership and management	Strong leadership by the headteacher. The governing body is well organised, supportive of the school and knowledgeable about the school's work. The role of subject co-ordinators, in relation to monitoring and evaluating standards attained, is at an early stage of development.
Curriculum	The curriculum is broad and balanced. Consideration has been given to the impact of additional time to literacy and numeracy on the rest of the curriculum. The curriculum prepares pupils well for the next stage of their education. Overall, provision is good. Assessment, including marking, is sound but varies across the school.
Pupils with special educational needs	This is a strength of the school. The co-ordinator offers good leadership and provision is very good in all respects. Pupils make good progress.
Spiritual, moral, social & cultural development	Very good throughout. This remains a strength of the school. Cultural development has improved since the last inspection.
Staffing, resources and accommodation	Staffing levels and learning resources are good. Support staff make a significant contribution to pupils' learning. The school makes good use of all accommodation and compensate well for its deficiencies.
Value for money	Good. This has been maintained since the last inspection report.

\* Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.



## The parents' views of the school

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
<ul style="list-style-type: none"><li>●. Good spread of teaching expertise so that pupils receive a very rounded education.</li><li>●. The emphasis given to after-school clubs.</li><li>●. The spiritual and social development of pupils.</li><li>●. The partnership with parents so that parents can be actively involved in their own child's learning.</li><li>●. The information provided relating to day-to-day events and curriculum matters.</li><li>●. The help and guidance offered to pupils and families.</li><li>●. The quantity and quality of homework.</li><li>●. The behaviour and attitudes of pupils in and out of school.</li><li>●. The school is a friendly place and complaints are dealt with sensitively and quickly.</li></ul>	

Inspection findings support the parents' positive views about the school.

## KEY ISSUES FOR ACTION

In order to build on the school's many strengths and raise standards further the headteacher, staff and governors should ensure academic standards and progress made by pupils is more consistent throughout by:

- I. disseminating the best practice in lessons so that all teaching comes up to that of the best; (paragraphs 28, 31, 100, 110, 120, 143, 160)
- II. ensuring all lesson plans are sufficiently detailed to enable knowledge, skills and understanding to be taught systematically across the key stages; (paragraphs 31, 37, 100, 120, 138, 143)
- III. building on existing pockets of good practice in using assessment, including marking, to inform planning; (paragraphs 40, 101, 110, 120, 126, 137, 138, 143, 161)

In addition to the key issues above, the following minor issues should be considered for inclusion in the action plan:

- IV. developing the role of the co-ordinator in monitoring and reviewing the impact of changes on standards in their subjects; (paragraphs 54, 103, 121, 127, 133, 138, 145, 170)
- V. improving the SDP so that targets are specific in relation to pupils' attainment and progress and the rate of movement towards reaching them can be easily identified. (paragraphs 53, 56, 103, 115)
- VI.

## INTRODUCTION

### Characteristics of the school

1. Keyham Barton Catholic Primary School serves a well established community on the western outskirts of the city of Plymouth. The school consists of a three storey Victorian building and a substantial Annex block. The exterior of both buildings was extensively refurbished in 1992. Although there is a significant number of families without work in the area, there is a good range of jobs and professions undertaken by parents. The school is of average size and the number on roll (216) has been stable for many years. The percentage of pupils eligible for free school meals (12.6) is slightly below the national average.
2. Pupils come from two local Roman Catholic parishes. Most parents take a very close interest in their children's personal, social and academic progress. The great majority of children attend pre-school playgroups before starting school. Attainment on entry varies but the vast majority of pupils are well supported and come to school eager to learn. The number of pupils with English as an additional language is extremely small. The percentage of pupils with statements of special educational need is above the national average.
3. The school has a clear mission statement. In summary, the school is committed to working closely with parents and parishes, creating an atmosphere where the principles of the Gospel permeate daily life and promoting Christian values in order to meet the spiritual, moral, intellectual, social and physical needs of each child.
4. As the school enters the next Millennium it has identified the need to focus specifically on:
  - Retaining its Catholic identity and Mission;
  - Continuing to raise standards in literacy and numeracy;

- Improving provision and expertise of staff and pupils in ICT;
- Ensuring the building is a safe and worthy environment for all.

## Key Indicators

### Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1  
For latest reporting year:

Year	Boys	Girls	Total
1999	17	14	31

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	12	13	15
	Girls	12	14	14
	Total	24	27	29
Percentage at NC Level 2 or above	School	77	87	94
	National	82	83	87

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	12	16	16
	Girls	12	14	12
	Total	24	30	28
Percentage at NC Level 2 or above	School	77	97	91
	National	82	86	87

### Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2  
For latest reporting year:

Year	Boys	Girls	Total
1999	24	10	34

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	18	19	21
	Girls	10	10	9
	Total	28	29	30
Percentage at NC Level 4 or above	School	82	85	88
	National	70	69	78

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	18	19	21
	Girls	10	10	10
	Total	28	29	31
Percentage at NC Level 4 or above	School	85	85	91
	National	68	69	75

### Attendance

Percentage of half days (sessions) Missed through absence for the latest complete reporting year			%
Authorised Absence	School		5.18
	National comparative data		5.7
Unauthorised Absence	School		0.04
	National comparative data		0.5

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
Fixed period		0
Permanent		0

### Quality of teaching

Percentage of teaching observed which is :	%
Very good or better	30
Satisfactory or better	92
Less than satisfactory	8

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

- **Attainment and progress**
5. Overall, standards of attainment and progress are sound throughout the school.
  6. Children's attainment on entry is below average but the intake represents a broad range of abilities. Some children are above average in literacy and numeracy but many are at an early stage in language development and numerical understanding. The vast majority of children are well supported at home and come to school eager to learn. Children are encouraged to work hard and do their best. As a result, most make good progress and successfully reach the standards considered appropriate for children at age five.
  7. The findings from the inspection show that standards are average in English at both key stages. In mathematics and science they are average at Key Stage 1 and above average at Key Stage 2. In the previous report standards in English and mathematics at both key stages and science at Key Stage 1 were judged to be average. They were above average in science at Key Stage 2. This indicates that in English and science standards have been maintained and in mathematics they have improved since the last inspection.
  8. The trend in the Standard Attainment Test (SATs) results for the school broadly supports this view. The results of the 1999 Key Stage 1 SATs indicate that pupils reach standards in reading which are below those achieved by pupils of the same age nationally and in similar schools. In writing pupils achieve standards which are at the national average and in line with those in similar schools. In contrast the number of pupils achieving Level 2 or above in reading and writing in 1998 was average. Taking the four years 1996 to 1999, together, the SATs results show that standards in English are broadly average. In mathematics the Key Stage 1 SATs results for 1998 and 1999 indicate above average attainment.
  9. The results of the 1999 Key Stage 2 SATs in English, mathematics and science show that the percentage of pupils achieving Level 4 and Level 5 are high when compared with the national picture. These results compare favourably with those achieved in similar schools. They show a marked improvement on the school's 1998 figures when the performance of pupils fell below the national average. Care needs to be taken when interpreting these percentages year on year because many factors can affect the results for a particular year group. However, taking the four years 1996 to 1999, together, the SATs results show standards to be close to the average.
  10. Within English, pupils' speaking and listening skills are good. At both key stages, pupils listen intently to their teachers and to one another during discussions. Progress is good. Many children enter school with below average skills, but by the end of Key Stage 1 most speak confidently and enjoy talking about their work; especially during literacy hour lessons. At the end of Key Stage 2 the majority of pupils are articulate and use their skills to good effect when answering questions or giving explanations. Pupils make at least satisfactory progress in reading. This is due to the emphasis given to developing reading skills during the literacy hour, to the effective use of homework and the school's approach to involving parents. In writing attainment is average and pupils make sound progress. By age seven, most pupils write independently with reasonable understanding of when to use capital letters and full stops. They spell many high frequency words correctly and make reasonable attempts at spelling other words. At the end of Key Stage 2, pupils are beginning to use complex, yet grammatically correct sentences. Their writing is thoughtful and often lively. They write for a range of purposes and audiences at a literal level.

11. In mathematics, at the end of Key Stage 1 standards are close to the average. Most pupils have an understanding of place value and can sequence numbers to 100 using mathematical language such as “before”, “after” or “in between”. The vast majority are able to double simple numbers and

use tools such as number lines, hundred squares and multiplication squares confidently. The good start at Key Stage 1 is built on effectively at Key Stage 2 where progress is good. By Year 6, pupils add and subtract large numbers correctly, treble two digit numbers mentally and interpret first quadrant co-ordinates correctly.

12. Key skills in literacy and numeracy are being taught well and are used to enhance learning across the curriculum.
13. In science, attainment is broadly average across each of the components of science at the end Key Stage 1. Pupils are competent in their ability to observe, compare fairly and record their findings. At the end of Key Stage 2 attainment is above average. Pupils are able to control variables to make tests fair, draw on their scientific knowledge to predict outcomes and draw sensible conclusions from their findings.
14. Standards in information and communication technology (ICT) at Key Stage 1 are in line with national expectations. At Key Stage 2 they are above. Progress is consistently sound throughout the school and good at Year 6. During the last inspection attainment and progress was sound through. Current inspection findings indicate improvement at Key Stage 2.
15. In physical education (PE) at both key stages, pupils achieve high standards and make good progress. This represents a significant improvement since the last inspection.
16. In all other subjects at Key Stage 1, attainment is in line with national expectations and progress is at least satisfactory. At Key Stage 2, standards in art and history are maintained at these satisfactory levels. In all other subjects; music, geography and design and technology, pupils achieve standards which are better than those expected for eleven year olds. The rate of progress in these subjects is good, particularly at upper Key Stage 2. The good standards in these subjects are due in large part to the programme of extra-curricular activities which are offered to older pupils throughout the year. The clubs and activities are very well supported by pupils and parents. The work undertaken out of normal school hours contributes significantly to pupils’ academic progress and social development.
17. Pupils with special educational needs make good progress in relation to their prior attainment. Their progress is facilitated through careful, meticulous planning, appropriate programmes of work and good support from teachers and assistants.
18. Overall, the school is making sound progress in working towards its targets for improving pupils’ academic standards.

18. **Attitudes, behaviour and personal development**

1. The positive attitudes, good relationships and excellent behaviour reported upon in the last inspection report have been maintained. In some aspects, such as pupils’ abilities to be independent learners by the end of Key Stage 2, standards have improved.
2. Pupils come to school with positive attitudes and a desire to learn. The majority of pupils are well-motivated, keen and approach their work with a sense of commitment. They concentrate well and are enthusiastic about most areas of learning, for example in a Year 6 literacy lesson, pupils supported each other through discussion and problem-solving and were excited about sharing their work in the plenary session.

3. When teachers pace lessons well, have a clear focus and high expectations, pupils listen attentively and engage in good levels of discussion. Relationships between pupils are very good. Pupils demonstrate respect and trust for their teachers. Pupils willingly help each other when carrying out research and investigations, when working with computers and during group activities. Pupils maintain exceptionally high levels of concentration in most lessons.
4. Pupils are courteous, friendly and very helpful to visitors. They have a well-developed sense of fair play, for example when playing football and other games. The school's excellent ethos is reflected in the way in which pupils care for their friends and, in particular, those with special needs. For example, in a Year 3 P.E. lesson an autistic child was helped to run safely by another pupil. Pupils with special needs respond well to the support given by classroom assistants and other adults. This helps them to work hard and enjoy school to the full. In the main, higher attaining pupils enjoy challenges set for them but occasionally, when tasks are too easy and expectations are low their motivation is adversely affected.
5. Pupils' behaviour is very good, reflecting the school's procedures for encouraging positive behaviour. Pupils know the difference between right and wrong. They take very good care of property, both their own and the school's. For example, they handle computers and musical instruments carefully. Movements around the school are orderly and controlled. Behaviour in assemblies and in extra-curricular activities is very good. Very occasionally pupils quarrel but these disagreements are quickly and efficiently resolved. Pupils and parents are of the view that bullying is rare. Inspection findings indicate that this is due in large part to the effective implementation of the school's mission statement, aims and values. Teachers help pupils to resolve conflict without resorting to aggression. All staff are very good role models for pupils.
6. Pupils' personal development is excellent. The school's policy on Education for Personal Relationships is extremely thorough and is implemented effectively throughout. Consequently, pupils are seen as important and special individuals and they respond well to the high levels of care and attention given to them; especially from their own teacher. A notable feature is the school's successful use of the Rainbow Scheme for pupils who have, in all aspects of the word, been bereaved.
7. Pupils thrive and respond well to the school's methods of praising, encouraging and building self-esteem. Achievements of all types are valued, regularly rewarded and celebrated. Parents are able to share their child's successes, for example when these are indicated in workbooks. Suitable sanctions are in place but only used when absolutely necessary. Parents support the school's reward and sanction system and appreciate being kept informed.
8. Pupils enjoy the varied responsibilities and duties they are given and take great pride in doing them well. As they move through the school, pupils are given increased responsibility and by the time they leave Year 6 they are ready for the next stage of their education. Many pupils feel such a debt of gratitude to the school and a desire to maintain links that they continue to return to help in a variety of peer-teaching situations and to play in the Keyham Barton Youth Orchestra.

## 26. **Attendance**

9. Attendance is good; being above the national average. Pupils are keen to come to school and arrive promptly for the start of the day. Registers are called briskly and efficiently. They are analysed daily to identify patterns of absence. As part of the school's pastoral care programme parents' of pupils who have not arrived by 0930 are contacted by the school, unless there has been a note or telephone call. The Educational Welfare Officer visits the school every three weeks in term time. This ensures that when patterns of absence are detected families are supported quickly. There are very few unauthorised absences. The figures show a below

average rate. Lessons at Keyham Barton Catholic School begin and end promptly.

## QUALITY OF EDUCATION PROVIDED

### Teaching

10. The quality of teaching overall is good. The school has maintained the good levels reported in the last inspection. Over 90 percent of teaching is satisfactory or better and half is good or better. The small remainder is unsatisfactory. There are however, variations in quality of teaching across subjects and key stages. These variations significantly affect the progress made by pupils.
11. Very good teaching occurs in reception Year 2, Year 4 and Year 6. The quality of teaching varies more in other years. In Reception and Key Stage 1, the teaching of English, mathematics, music and physical education is good. In Key Stage 2, some good teaching was seen in English, mathematics, science, information technology, music and physical education. The teaching of history in both key stages, while satisfactory, is less strong than in other subjects. Both the daily literacy hour and numeracy sessions are being taught well by most teachers.
12. Teachers generally have good subject knowledge. Pupils are managed well and relationships with pupils are very good. Consequently very good standards of discipline are achieved and a positive learning atmosphere is a feature of most lessons. Some teachers, particularly in Reception and Key Stage 1, use assessments of pupils' understanding very well to help pupils improve, for example, in English, information technology and physical education. In the better lessons, teachers maintain a good pace to the work. The lesson structure and choice of activities is closely guided by clear learning objectives which focus on knowledge, skills and understanding. In these lessons, teachers convey high expectations to pupils who in turn, respond well. Several teachers make good use of challenging open questions to elicit pupils' understanding and to challenge them to think and to speculate. A feature of the better lessons is effective use of plenary sessions in which key points are summarised and re-enforced with pupils.
13. In weaker lessons, teachers' planning lacks clear learning objectives and ways of adapting the planned work to meet the needs of different ability groups. For example, where learning objectives focus mainly on knowledge to be taught, pupils' skills of enquiry are overlooked. Good opportunities to teach these skills are missed, as when pupils learned about sound as a vibration but did not explore sufficiently what effected the loudness of the sounds. Occasionally, teachers do not challenge the higher attaining pupils through their questioning or through tasks set.
14. Teachers support pupils in their group and individual work well. They make very good use of resources, for example, in mathematics to help pupils visualise aspects of number, and in science to help younger pupils pose questions and plan for investigations. The library is used well to improve literacy skills and to support themes in a range of subjects. Support staff are knowledgeable and well briefed by teachers. They are effective in ensuring that pupils with special educational needs make good progress. Teachers and assistants use the Individual Education Plans for pupils with special needs particularly effectively to ensure that needs are met and pupils progress well. This is a strength of the school.
15. Homework features in every year, mainly focussing on reading, writing, spelling and numeracy skills. Older pupils also undertake research and project tasks to extend their work in lessons. The great majority of parents are happy with the amount and quality of homework their children receive. Pupils' work is marked regularly but the quality of marking varies considerably. The best marking, for example in Year 6, is very good. The teacher corrects mistakes and provides pupils with useful guidance on how to improve. Some teachers do not correct thoroughly enough and



comments tend to be of praise only. The school's policy on marking does not provide sufficient guidance for teachers to ensure marking is consistent throughout the school.

**33. The curriculum and assessment**

34. The curriculum at Keyham Barton Catholic School supports the aims of the school. It is broadly based and provides opportunities within the school day and beyond which prepare pupils well for the next stage of their education.

16. The curriculum for the under fives is planned very well and covers all areas of experience recommended for children of this age. The curriculum offered enables young children to make good progress. The constraints of limited space in the classroom and the lack of a secure outdoor activity area are minimised by carefully planned use of the hall and playground space.

17. The curriculum for Key Stage 1 and Key Stage 2 meets statutory requirements to teach all National Curriculum subjects, sex education and health education. Given that the school makes

provision for a daily literacy hour and a daily mathematics lesson for all pupils, there is a reasonable balance across subjects. The planning for Key Stage 1 and Key Stage 2 makes a positive contribution to the educational standards achieved by pupils of all abilities including those with special educational needs. The school is successful in providing equality of opportunity for all its pupils. Overall the curriculum is very successful in promoting pupils' intellectual, physical and personal development.

18. Curriculum planning has improved since the last inspection and shows greater consideration for the need to match work to the needs of all pupils. Planning is sufficiently detailed to ensure progression and continuity for pupils at Key Stage 1 and 2. Each subject has a relevant policy, scheme of work and curriculum map which effectively supports teachers in their medium term planning and helps to clarify learning objectives. In the main, these medium term plans are interpreted successfully into shorter term lesson plans. The planning for literacy and numeracy lessons provides a model of good practice. However, there is wide variation and some planning focuses too much on activities and tasks to be completed rather than on the knowledge, skills and understanding to be learned.

19. The balance between components within subjects varies. For example it is at least sound in mathematics and PE but is less secure in science, history, information communication technology and design and technology. In these subjects there is insufficient emphasis on the development of skills of enquiry and research. Time allocated to the foundation subjects has been reduced in the light of new initiatives such as the National Literacy and Numeracy Strategies. Consequently the depth to which some subjects are taught has been affected. This applies particularly to art and design and technology throughout the school and to music at Key Stage 1. The school's provision for extra curricular activities and use of appropriate cross curricular links are effective in addressing this problem and maintaining high standards especially at the end of Key Stage 2. For example in PE, geography, music and ICT pupils develop their skills, understanding and knowledge well through sports clubs, drama clubs, instrumental tuition lessons and guided walks on Dartmoor. There is very good support for the development of the core subject of information technology through early morning club activities.

20. Systems for assessing pupil's attainment at the end of each term or academic year have improved since the last inspection and are now good. Statutory baseline assessment has been introduced and is used to plan programmes of work for pupils who are under five. Analysis of SATs results and outcomes of optional tests is enabling the school to track pupils' progress and identify areas of the curriculum which can be improved. This is having a measure of success but is not fully effective because some staff are not yet firmly committed to this process and

consequently it is not rooted in the school's normal practice.

21. The use of day to day assessment to inform planning is good for pupils who are under five and overall is sound at Key Stage 1 and Key Stage 2. Since the last inspection different methods of recording have been tried so that a manageable and effective system can be agreed and implemented. Current practice in literacy and numeracy is good. The school is well placed to extend this good practice across other subjects. Records of achievement include annotated samples of pupils' work and annual reports. These are informative and meet statutory requirements. Parents appreciate the detail and constructive comments contained in the annual report relating to their own child.

### **Pupils' spiritual, moral, social and cultural development**

22. Opportunities for the spiritual, moral and social development of pupils are plentiful and very good. The response of pupils is outstanding. This remains a strength of the school. Cultural development has improved since the last inspection. Pupils are developing their knowledge of other cultures and continuing to gain knowledge and insight into the values and beliefs of their own culture.
23. The school's aims reflect its Christian Gospel values and remain central to its daily work and permeate through every aspect of school life. Provision for pupils' spiritual development continues to be very good. Pupils are given insight into a world where spiritual values are important. Each and every individual is valued and nurtured. There are many opportunities for pupils to develop their self-knowledge and spiritual awareness through the exploration of thoughts and feelings. Valuable time is set aside for reflection and spiritual regeneration through prayers, many of which are devised by pupils themselves.
24. Provision for moral development is very good. The strong school ethos along with high expectations of good behaviour encourage and strengthen pupils' understanding of the difference between right and wrong. For example, a Year 3 lesson on Zaccheus fully explored the need to change from unacceptable to acceptable behaviour and the importance of helping other people to change. A clear moral code links self-discipline to care and respect for others. Teachers and other staff are very good role models for pupils. Features of good citizenship are built in to the programme so that pupils are taught to value fair play, the views of others, take turns, evaluate their behaviour and take responsibility for their own actions. Behaviour is of a high standard. Pupils are expected to behave appropriately at all times and consider the needs of others. They respond well to these expectations.
25. Very good provision is made for social development. Pupils help and support each other especially if hurt or upset. Pupils work well together, develop very good interpersonal skills and are given good opportunities to develop tolerance and respect. They are encouraged to take an active interest in the work of local and national charities, and develop understanding of social issues in the immediate locality as well as in the wider world. The strong school ethos is embodied in the Rainbow project for bereaved children. The school is regarded highly in the locality and by the LEA for its policy and practice on inclusion and development of children with autism. This reflects the wider inclusive policy for S.E.N. pupils. The varied and well-planned out-of-school provision greatly enhances the social education of pupils. This is a strength of the school and is recognised by both parents and governors. A high percentage of pupils of both sexes are involved in the varied extra-curricular programme. It includes music, team games and drama. The school ensures equality of opportunity for all pupils. This is demonstrated by the way in which all Year 4, 5 and 6 pupils who do not play a musical instrument are involved in rehearsals for the forthcoming millennium celebration.

26. The school's policy for cultural education is good. A greater understanding of the richness and diversity of other cultures has been achieved since the last inspection. Pupils are helped to evaluate cultural values against Gospel values, for example through the examination of values promoted through a variety of media. In lessons pupils discover the cultural identities of people from past, such as Victorians and Ancient Egyptians. Strong links via the internet with a school community in North Carolina enables pupils to extend their understanding of American culture and its influence on their own lives in Britain. The study of major world faiths such as Judaism and Sikhism successfully enables pupils to identify similarities and differences between customs and traditions of peoples of the world. Pupils' understanding of their own culture and factors influencing it are effectively developed through a wide range of activities. These include musical activities where pupils regularly perform in the local community and parish, participation in national events on a wider scale such as the National Festival of Music for Youth, educational visits to places such as the Barbican, and meeting a wide variety of visitors who are invited into the school to share their expertise.

### **Support, guidance and pupils' welfare**

27. The school makes excellent provision for the personal support, guidance and welfare of its pupils. This is a strength of the school. There is a strong commitment to caring for pupils as individuals. Consequently relationships throughout the school and in all activities is good. Teaching and non-teaching staff ensure all pupils are able to develop self esteem, confidence and a feeling of trust in those connected to the school community. Pupils are known well by staff. Gains made by pupils as they move up through the school are monitored carefully so that academic and personal

progress is known and shared. The school provides very good support for pupils with special educational needs. Individual education plans are used successfully as a tool to bring about improvement in pupils' academic and personal development.

28. Expectations of behaviour and attendance are high and any lapses are followed up conscientiously. The monitoring and promotion of good attendance is excellent. The school has an effective policy for pastoral care which includes guidance on promoting good behaviour, motivation and discipline. The policy is known and implemented effectively by staff so that pupils' are happy and work purposefully. Effective procedures are in place for child protection and for the promotion of pupils' wellbeing and safety. This is evident in the care taken at lunchtime when teachers escort their pupils to the lunchtime assistants in the playground and pass over relevant information related to individuals, such as a child feeling unwell. Pupils are escorted safely and carefully to the dining hall which is near the school. Excellent attention is paid to health and safety issues. Pupils who have minor accidents or illness at lunchtime are monitored carefully. Information is recorded and passed on to the pupils' class teacher. Pupils are taught to take care in negotiating the routes between rooms in the three storey building. Health and safety issues are reviewed regularly by staff and governors. The premises are inspected regularly, outcomes are recorded and any necessary action is taken promptly.

### **Partnership with parents and the community**

29. Partnership with the parents and the community is a strength of the school. The school's Mission Statement states clearly that parents play an important role in the education of their own child. The school translates policy into practice well. It provides many opportunities which facilitate effective partnerships throughout. These include regular, informative newsletters, meetings about the curriculum, effective consultation evenings and accurate reports. Parents are of the view that teachers are very open and approachable and problems are dealt with quickly. Inspection findings support this view.

30. The school's strategies for involving parents in new developments, such as the National Literacy and Numeracy Strategies are effective. Clear guidance is provided for parents to enable them to be knowledgeable about issues and help their own child to work hard and do their best. Teachers involve both pupils and parents in setting individual targets for learning. This facilitates good liaison between home and school and contributes significantly to the progress made by pupils.
31. The school's willingness to use the skills and expertise of volunteer helpers enhances the provision made for learning; especially in reading, cooking and swimming. Appropriate training, guidance and support is given to helpers to ensure the maximum gains can be made by pupils. The vast majority of parents support the school through the social and fund-raising programme organised by 'The Friends of Keyham Barton'. This group contributes a significant sum of money to the school budget every year. Events organised by The Friends are well attended and successfully help to build up a sense of community around the school.
32. The School Governors use the Annual Report to Parents' meeting to address key educational issues. These meetings are reasonably well attended. The school has good relationships with the Diocese of Plymouth. The close relationship with the Church of the Holy Redeemer in whose parish the school lies is particularly helpful. The headteacher maintains links with the wider academic community. Therefore, liaison with local schools is good and benefits the school. The partnership with five other neighbouring schools is particularly effective as it has enabled the costs involved in running a mini-bus to be shared. The school makes good use of this arrangement to provide pupils with access to extra curricular activities and places of special interest.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

33. The school's mission statement emphasises the importance of developing pupils' spiritual, moral, intellectual, social, and physical development and the knowledge and skills necessary for a wholesome life, in close partnership with parents. The school is fulfilling these aims well. The governors and staff have maintained an excellent positive ethos for learning. This is founded on a strong sense of shared values and beliefs. The ethos permeates throughout the school and effectively underpins its work. Staff and governors work hard to ensure all pupils have equality of opportunity as they move through the school. The school's policy for equal opportunities is being implemented successfully. The headteacher provides very strong leadership and direction to the school. She is well supported by the governing body. She is rightly helping the school to focus more attention on pupils' academic progress while taking care to preserve the school's high standards in other important aspects of pupils' personal development. Governors, teachers, support staff and helpers work together closely and relationships are good. Day to day management and routines are effective. The Administrator is able, very committed to the school and carries out her duties extremely efficiently. She makes a significant contribution to the smooth running of the school.
34. The senior management structure enables issues to be discussed openly and channels of communication to be effective. Staff expertise is utilised well and decisions are made through consultation. However, roles aren't sufficiently clear to ensure common understanding of what is expected. The senior management team is making rapid progress in using national and local comparative data relating to pupils' academic standards and progress. This is helping the school

identify strengths and weaknesses and to set targets for improvement. The school is in a firm position to move forward but practice is not yet fully effective because it is not embedded in the school's culture securely enough.

35. The headteacher monitors teaching regularly, focussing attention on current priorities such as literacy and numeracy. Her observations are used well to support and develop teaching and to prioritise staff training needs. Subject co-ordinators are effective in supporting curriculum planning and managing resources to meet the needs of programmes of study. In the main, their role in monitoring and evaluating the work of the school is at an early stage of development, except in English and mathematics. Overall, insufficient attention is paid to monitoring the impact of changes made on pupils' progress. This is an area for improvement. A recent development in tracking pupils' academic progress in English, mathematics and science has the potential to provide valuable information to inform curriculum planning and support.
36. The co-ordinator for special educational needs provides very good leadership. There is considerable rigour in the organisation and management of this aspect of the school's work. Policy and practice are in line with the Code of Practice for Special Educational Needs. Pupils' learning difficulties are identified early, assessment is thorough and record keeping is very detailed. Pupils' Individual Education Plans are specific and used particularly well as a tool for ensuring pupils' needs are met effectively. They are used well in classrooms by appropriately deployed and trained support staff. Parents are fully involved in regular reviews and outcomes from these meetings inform changes to pupils' plans. Many parents commented on the good provision made for pupils identified as having special needs.
37. Staff carry out annual reviews and audits to help identify priorities for development. This process underpins the production of the school's four year development plan. The current plan is clear and realistic. It includes appropriate priorities and deadlines. However, the lack of specific and measurable success criteria for each priority limits the school in its ability to evaluate its own performance in raising standards.
38. The governing body makes a significant contribution to the quality of education provided by the school. The governing body is well led and has a good relationship with the headteacher, staff and

parents of the school. Committees are well established, each with clear roles and responsibilities. Governors are kept informed in a variety of ways, through governor visits, staff presentations and headteacher reports. This enables governors to carry out roles effectively. For example, the curriculum committee receives presentations from subject co-ordinators on curriculum developments in their areas. Governors are very supportive of the school. They are increasingly fulfilling their role as a critical friend and in holding the school to account for the standards attained by pupils. Statutory requirements are met.

### **Staffing, accommodation and learning resources**

39. The school has a sufficient number of teachers who are experienced and well-qualified to teach pupils in the primary age range.
40. Recent training to meet the demands of the National Literacy and Numeracy Strategies has been effective. Since the last inspection the breadth and depth of training in other subjects has not been maintained. However, the school has recognised this and identified training for science and foundation subjects as priorities in its school development plan.
41. Classroom assistants are well trained. Their knowledge, skills and time is used effectively to support pupils and teachers. They make a significant contribution to standards attained by pupils; especially in relation to pupils identified as having special needs.

42. The Administrator is very experienced and fulfils her roles and duties effectively. The caretaker, cleaner and mid-day supervisors are well deployed, co-operative and helpful to staff and pupils. They carry out their duties very well.
43. Clear terms of reference and job descriptions are in place for all staff. However, insufficient information is included to ensure staff understand and are committed to new roles related to monitoring and evaluating the school's performance. Appraisal is in line with requirements and the arrangements for professional development are realistic. In the main, strategies for sharing best practice across the school are inconsistent.
44. The school makes good use of all accommodation available and compensates well for limitations and deficiencies associated with older buildings. The school site is clean, tidy and looked after well. Every space is used to best advantage. Cleaning and hygiene standards are particularly high. This contributes significantly to the school's work on raising pupils' self esteem and creating a stimulating and pleasant environment for teaching and learning. The school's library is particularly pleasant and spacious. In contrast, the hall is cramped. Local facilities such as the sports ground, are used to good advantage. Good levels of organisation and management enables the school to teach all subjects of the National Curriculum effectively.
45. Overall, learning resources are at least satisfactory. Although the school owns few expensive resources for some subjects such as history, the system of forward planning, effective co-operation with local organisations and good use of loan services ensures that resources for each block of work are relevant, up-to-date and fresh. This enlivens topics and stimulates interest in teaching and learning particularly well.
46. Through careful maintenance, the school's compliment of computers ranges from early models up to the latest models. Hardware and software are carefully selected and matched to curriculum needs. This ensures that equipment is used effectively and efficiently to enhance learning.
47. The book stock is good and is distributed equitably between classrooms and the central library. There is ample provision of teaching aids such as tape-recorders, white boards, easels and overhead projectors. This contributes to the success of many lessons, particularly literacy. The stock of consumable resources is good. Supplies of paper, pencils, and art materials are carefully stored. Given the limitations of the building, resources are reasonably accessible and storage spaces are used to good advantage.

66.

### **The efficiency of the school**

48. Keyham Barton School is run efficiently. The governing body and the senior management team are aware of the need to raise standards whilst maintaining very good pastoral care of pupils. The long-term financial planning is linked closely to educational developments. Since the last inspection the governing body has improved its ability to measure the effectiveness of its major spending decisions. Governors now use a good system for ensuring spending decisions are in keeping with the school's mission, aims and values. They carefully identify criteria and forecast desirable outcomes in terms of pupils' learning. Governors are beginning to judge actual outcomes more rigorously. Their success in this respect is limited due to the lack of specific and measurable targets in the school's development plan.
49. The school makes effective use of the skills, time and expertise of staff. Many members of staff contribute to the programme of extra-curricular activities and this significantly enhances provision, especially for Key Stage 2 pupils.
50. The accommodation is limited but it is used well. People within the school community use their initiative to ensure that the buildings and site do not adversely affect the quality of education

offered to pupils. In the main, durable and consumable resources are well maintained and used effectively to promote learning.

51. Financial control and administration is very good. The headteacher and staff are ably supported by an experienced Administrator, who has responsibility for monitoring the budget and providing management information. The governing body has a sound financial policy and good control of spending. The recent independent audit was satisfactory and all the auditors' recommendations have been carried out.
52. Given the standards achieved, quality of education provided and use of resources, the school continues to give good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

53. The provision for children under five at Keyham Barton School is good. When children start school they join the reception class. The transition from home to school is handled very well and the vast majority of children settle quickly. The teacher has very good subject knowledge and is knowledgeable about how young children learn. Parents are actively encouraged to contribute to their own child's learning and most do so. Partnership with parents and liaison with local playgroups is particularly strong, being well established and focussed on meeting children's social and academic needs. This is a strength of the school and contributes significantly to the good progress made by children in their first year.
54. The classroom is bright, well managed and suitably organised for the needs of young children. Outdoor provision is limited due to the location and age of the building. However, the school successfully compensates for the lack of a dedicated outdoor space by using local facilities such as the park and the school's playground whenever possible. Furthermore, the school has invested heavily in large, soft play equipment which is used effectively to provide opportunities for pupils to develop gross motor control.
55. Overall, children's attainment on entry to school is below average but the intake represents a broad range of ability. Some children are above average in literacy and numeracy but many are at an early stage in language development and numerical understanding. The vast majority of children are well supported at home and come to school eager to learn. Children are encouraged to work hard and do their best. As a result, most make good progress in relation to prior attainment in all areas of learning.
56. The school places great emphasis on the work undertaken in the under fives department and clearly values the contribution this stage makes to children's learning. The good start made by the under fives contributes significantly to their long term progress and achievements especially in relation to their spiritual, social, moral and cultural development.
57. All areas of experience are accorded a firm place in the school's early years curriculum. An appropriate amount of teaching time is allocated to each and planning at all levels is sufficiently detailed to ensure continuity and progression for all ability levels.
58. Children under five enjoy books and show a well developed desire to learn to read. They listen to stories well, are beginning to understand that text carries meaning and that there are rules for reading. Children handle books very well. In one lesson most children were able to understand that there are two distinct types of books; fiction and non-fiction.
59. The vast majority of children are beginning to identify, name and write initial letters with reasonable accuracy. They are beginning to recognise familiar words and are encouraged to regard writing as an integral part of their life and a skill which they can acquire.
60. Children are provided with a wide range of practical mathematical experiences to extend their knowledge and understanding. When talking about numbers most can count to 20, know the position of 0 in a number line and are aware of the pattern of columns and rows on a number square. Many use and understand mathematical terms such as "smallest", "largest" and "most" correctly.
61. Knowledge and understanding of the world is promoted well through the use of interesting and relevant activities. The work on materials for example was enlivened and made relevant to young children through the use of teddy bears. In this lesson the great majority of pupils were able to discuss and describe properties of their teddy bears and those of others. They



understood the ways bears could be moved, the materials they are made of and, in one case, why the bear played music. They could also compare and contrast size, colour and shape to identify similarities and differences such as texture.

62. Children's physical control, mobility and general co-ordination is appropriate for their age. In one physical education lesson they demonstrated awareness of space, moved confidently over beams, and through gaps. They demonstrated good control when rolling, sliding, balancing and crawling.
63. Most children are able to communicate ideas well through drawing and painting. They handle a range of small tools such as pencils and crayons with reasonable dexterity for their age. In one lesson children demonstrated good control over a computer mouse when working on screen.
64. The quality of teaching is consistently of a very high standard. Good use is made of the skills and expertise of non-teaching staff to ensure that roles and responsibilities are clearly understood and the needs of children are addressed well. All adults talk with the children frequently and place appropriate emphasis on extending their response through careful questioning. Activities are well planned, relevant to young children and purposeful. The teacher is particularly skilled at choosing tasks which appeal to and motivate young children to learn. Relationships are very good in all aspects. Discipline is firm but fair and the teacher successfully creates a warm, friendly and purposeful atmosphere within lessons. Children's personal and social needs are given a high priority at all times but the teacher has high expectations of pupils and enables them to focus on learning, work hard and do their best.
65. Children are confident, can express their feelings and behave in appropriate ways. They understand the difference between right and wrong and are polite to adults and each other. They share well and are particularly good at taking turns. Their response is positive in all respects and is a result in large part to the school's ethos of valuing and respecting each person as an individual.
66. Children's needs are assessed regularly. The school's use of baseline assessment at time of entry to school is good. The well developed procedures for assessing, reporting and recording children's academic and personal development ensures that their needs are met and parents have the opportunity to support their own child's learning.
67. Provision for children identified by the school as having special educational needs is good in all aspects. There is no significant difference in attainment between children of different backgrounds or between boys and girls.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

68. Overall, standards in English are close to the national expectations and progress is sound.
69. The results of the 1999 Key Stage 1 Standard Attainment Tests (SATs) indicate that pupils reach standards in reading which are below those achieved by pupils of the same age nationally and in similar schools. In writing pupils achieve standards which are at the national average and in line with those in similar schools. In contrast the number of pupils achieving Level 2 or above in reading and writing in 1998 was average. Taking the four years 1996 to 1999, together, the SATs results show that standards are broadly average.
70. The results of the 1999 Key Stage 2 SATs indicate that the percentage of pupils achieving Level 4 or Level 5 is high when compared with the national picture. These results compare favourably

with those achieved in similar schools. The 1999 SATs results show a marked improvement on the 1998 figures. Taking the four years 1996 to 1999, together, the SATs figures show the performance of pupils in English is close to the national average.

71. Inspection findings reflect these results but the work being undertaken in response to the National Literacy Strategy is having a measure of success and the school is in a firm position to move forward. There is no significant variation in standards attained between girls and boys or between those from different backgrounds. The present standards of broadly average attainment at the end of both key stages generally reflect those found in the previous inspection.
72. Pupils identified by the school as having special educational needs are very well supported and make good progress in relation to prior attainment. Those findings reflect an improvement upon those reported during the previous school inspection.
73. The school gives high priority to the teaching of English as children enter school. In reception, language skills are emphasised and early attempts at writing are encouraged. In reading, writing, speaking and listening children make a good start and progress well in their first year.
74. Standards in speaking and listening are above national expectations by the end of both key stages and pupils make good progress throughout. At Key Stage 1, pupils speak clearly and listen attentively. They respond promptly to instructions and follow directions well. Pupils of all abilities take part in frequent opportunities provided by teachers to share ideas and contribute to lessons. At Key Stage 2, pupils express opinions well and take the views of others into account. Teachers consistently use a wide range of vocabulary and expect pupils to do likewise. This provides good role models for pupils and they respond well to the high expectations. This has a positive effect on the progress made by pupils in speaking and listening.
75. Overall, attainment in reading is in line with national expectations at the end of both key stages and pupils make satisfactory progress. The rate of progress is rapid in some classes notably Year 2, Year 4 and Year 6. Throughout the school, the development of reading skills is given proper emphasis. This is done through literacy hour activities, the use of homework and opportunities for pupils to read regularly with teachers, support assistants and volunteer helpers. Younger pupils read simple words with reasonable fluency and accuracy. They use pictures successfully to gain meaning from texts and accurately retell stories, especially their favourite part. Higher attaining pupils in Year 2 are beginning to use expression when reading aloud and demonstrate a basic understanding of the purpose of punctuation marks. By the end of Key Stage 1, most pupils are able to distinguish between fiction and non-fiction and use the terms accurately.
76. At Key Stage 2, most pupils read aloud confidently and accurately. They are enthusiastic readers and respond well to books and poetry. A significant number of older pupils have clear views about their favourite authors such as Enid Blyton or Roald Dahl. They are able to discuss similarities and differences between authors and give reasons for their likes and dislikes. Throughout the school pupils are helped to understand how a book works. By Year 6, they make effective use of a contents page, glossary and index to locate information.
77. Pupils use the school's library regularly. They understand the classification system and can locate books with reasonable speed and accuracy. Dictionaries and thesauri are prominent in most classes and are used effectively by pupils to extend their knowledge and understanding of words. Pupils with special educational needs are well supported and make good progress, especially during literacy hour lessons.
78. Attainment in writing is broadly average and pupils make satisfactory progress. At the end of Key Stage 1, pupils are developing ideas into a sequence of sentences and showing a growing awareness of verb tenses, commas, speech marks and question marks. Spelling is taught

systematically and many pupils are able to spell monosyllabic words correctly. Handwriting is practised regularly. In the main, pupils' writing shows accurate form and consistency in size. Written work is generally neatly presented.

79. At the end of Key Stage 2, pupils' writing is lively and thoughtful. The use of dictionaries and thesauri enable them to choose and employ words which create effects well. Many pupils are beginning to use complex, yet grammatically correct, sentences. Spelling is reasonably accurate and correct punctuation within sentences is developing. The vast majority of pupils have fluent, joined and legible handwriting. The enthusiasm demonstrated by many teachers effectively promotes a love of English and many pupils are beginning to appreciate that writing is not only essential to thinking and learning but enjoyable. Knowledge and understanding gained in literacy hour lessons is being used reasonably well by pupils in other subjects. They are able to write imaginative and non-fiction accounts under a range of stimuli, for example, poems, stories, class activities and reports. In the best lessons pupils are demonstrating ability to judge tone, style, format and choice of vocabulary and apply understanding to their own work. Pupils' skills in planning, drafting and improving work using computer capabilities is of a good standard.
80. Pupils' attitudes to learning and English lessons are generally good. They are particularly good in Years 2, 4 and 6. In the literacy hour, teachers select tasks and activities which are appropriate for their pupils' age and interest levels. They structure the sessions well. This results in strongly motivated pupils who concentrate hard and co-operate well with each other and adults. Pupils enthusiastically answer questions and offer explanations. The vast majority participate fully in shared text level work, plenary sessions and group activities within the literacy hour lessons.
81. Overall, the quality of teaching is good, especially during the literacy lessons. The standard varies but is never less than satisfactory. It is very good with excellent features at the top of Key Stage 1 and 2 and in Year 4. In all lessons detailed planning takes full account of the National Literacy Strategy Framework and is consistent throughout the school. The learning intentions for each lesson are clearly identified, made explicit to pupils and used throughout as a focus for teaching and learning. Pupils' interest is captured by lively introductions and good, often brisk, pace. Effective use of questions promotes learning and enables teachers to check pupils' understanding.
82. Many teachers allow their own enthusiasm for reading and English work to be transmitted to pupils. This effectively enlivens lessons and motivates pupils to learn. Plenary sessions during the literacy hour are used effectively. Teachers enable pupils to show what they have learned and consequently are able to assess understanding and progress made in lessons. Pupils' work is marked regularly and praise is used frequently to motivate them. However, the quality of feedback to pupils varies across the key stages. In the best examples oral and written comments identify pupils' successes and targets for development so that they know why they are being praised and what they must do to improve their work. Good subject knowledge underpins the best lessons and enables teachers to use planned and unplanned opportunities to make teaching points, set appropriate targets and uphold high expectations.
83. Teaching for pupils identified as having special educational needs is consistently of a high standard. Pupils' Individual Education Plans (IEPs) are used effectively by teachers and support assistants to plan work. Pupils' progress is evaluated and outcomes are used systematically to inform planning for the next lesson. The school's ethos and philosophy of valuing and including everyone every effectively underpins this aspect of the school's daily work. Support assistants have undertaken training. The gains made from this training enable assistants to carry out their work to a high standard. They work hard to ensure the needs of pupils are met and their efforts contribute significantly to the good progress made by pupils with special needs.

84. The school has embraced the principles and practice of the National Literacy Strategy particularly well. Opportunities to work with the LEA's Literacy Consultants have been used effectively to improve the performance of all staff. The English co-ordinator, in consultation with colleagues, has established a clear direction for literacy. The system for supporting, monitoring and evaluating teaching and learning is having a clear impact on raising standards throughout. The school is beginning to use the National Curriculum test results to identify progress made by pupils, set targets and identify areas of the curriculum which need attention. The school has rightly identified the need to raise standards further in reading and writing throughout the school.
85. Governors and parents have been well informed about literacy. The vast majority of parents are pleased with the information they receive about the curriculum and the progress made by their own child(ren). Resources are plentiful, well kept and easily accessible. Additional money given to the school as part of the National Literacy Strategy has been spent carefully so that books meet the needs of pupils, staff and the curriculum.

104.

### **Mathematics**

86. At the end of Key Stage 1, pupils attain standards in line with those expected for their age. At the end of Key Stage 2, these standards have risen to a level above national expectations. The trend in the national assessment test results for the school broadly supports this judgement.
87. Pupils at Key Stage 1 develop numeracy skills systematically. These include using counting strategies for solving problems and mental recall when counting forward and back in twos, tens and fives. Pupils use mathematical language correctly when describing numbers that come "before", "after" or "in between" others in a pattern. Key Stage 1 pupils begin to develop understanding of place value when finding different ways to describe numbers between ten and one hundred. At the end of Key Stage 1, pupils are able to double simple numbers and use tools such as number lines, hundred squares and multiplication squares to solve number problems confidently. Pupils begin to learn how to solve algebraic problems when they work on missing number questions.
88. At Key Stage 2, pupils can explain their reasoning clearly when finding "near double" answers. They solve new problems using facts that they know already and mentally calculate simple addition and subtraction examples. Pupils are able to recognise patterns in number and predict the next numbers in a sequence. They plot co-ordinates, understanding and using the terms "axis", "grid", "vertical", "horizontal", developing their skill to make graphs in which one symbol represents more than one unit. By the end of the key stage pupils confidently explain different strategies for trebling two digit numbers mentally. They use their knowledge of number and units of measure to solve complex problems relating to measures and interpret line graphs intelligently.
89. Overall progress in mathematics is sound at Key Stage 1 and good at Key Stage 2. At each key stage the progress made varies across the range of satisfactory to good. Good progress is made when pupils use clear mathematical vocabulary to explain their thinking at the end of Key Stage 1. At Key Stage 2, progress is good when pupils are taught to understand, learn and recall number bonds and sequences, for example, the eight times table facts and when they are required to draw on a range of knowledge and understanding to solve problems. Progress is satisfactory in the majority of lessons such as when Key Stage 1 pupils used multiplication squares to find solutions to questions from workbooks. It is less satisfactory in some lessons for higher attaining pupils when work provides little challenge. Progress for pupils with special

educational needs is good.

90. Pupils' attitudes to mathematics are good throughout the school. They are attentive, enjoy the subject and eagerly involve themselves in learning. Pupils behave very well, co-operate with each other and maintain high levels of concentration, motivation and interest. They are able to work independently, to think for themselves so that by the end of Key Stage 2 they draw on their previous knowledge and understanding confidently.
91. Overall, teaching in mathematics is good. In the best lessons teachers have good subject knowledge, a very clear focus for learning and high expectations of what pupils can achieve. Lessons are well organised, making use of an appropriate range of resources to teach rather than merely explain tasks. Lessons proceed at a lively pace, but still allow time for pupils to think answers through, to explain their methods and consolidate their learning. There is very good use of mathematical language and pupils are encouraged to use terms precisely. The teacher uses questions which are matched well to pupils' attainment and move learning forward. Good use is made of plenary sessions with pupil demonstration and explanation summing up the lesson and linking to the next stage. There is clear evidence of assessment of pupils' understanding and knowledge being put to good use in planning the next learning. Marking of pupils' work is used to celebrate success and to point to areas for development or to new learning. Effective links are made to homework especially mathematical investigations. In some lessons these good features are less prominent or not sustained long enough. The pace of learning slows and teacher's questions do not extend learning or understanding. Too much of the interaction with pupils is about instructions to complete tasks rather than teaching to bring about learning. In these lessons marking is often limited to ticks, crosses and occasional comments. The school is in a firm position to bring all teaching up to that of the best.
92. Since the last inspection the school has embraced the National Numeracy Strategy and is making good progress in using this way of working to improve standards in mathematics. The progress made by pupils has improved and is set to continue to do so as the good practice in the school is shared and extended.
93. The curriculum for mathematics is broad and balanced. It provides equal access and opportunity to all pupils. There is very good provision for pupils with special educational needs. Work is matched well to their needs, support staff are well briefed and pupils are included as much as possible in whole class topics and discussion.
94. The planning is sound and identifies progression and continuity throughout. Procedures for assessing pupils' attainment are good and analysis of outcomes of test results and teacher assessments is beginning to highlight areas for further improvement within the curriculum being offered. The quality of assessment to inform lesson planning varies. In the best practice teachers reflect on their own teaching and on the progress made by pupils. They use their evaluations to help plan for the next lesson. This process is not applied consistently and limits the school in its ability to ensure pupils of all ability groups make the same degree of progress each year.
95. Mathematics makes a significant contribution to pupil's spiritual, moral and social development. Moments of awe and wonder related to mathematics, for example, in work on patterns are used effectively to inspire pupils in the wonders of our world. Throughout mathematics lessons pupils learn to relate positively to each other, to listen and respect answers given by others and to work co-operatively.
96. The leadership and management of mathematics is very good. The co-ordinator has supported colleagues well, especially in the implementation of the National Numeracy Strategy. The development plan for the subject is being used effectively as a tool for bringing about improvement. It includes training, monitoring of planning and teaching, review of the part played by homework and target setting. The school's strategies for monitoring the impact on standards

of this new initiative are effective. Feedback from observations by the headteacher and numeracy governor is sufficiently analytical to enable the school to evaluate the school's work in numeracy fairly. Targets set in the SDP do not reflect this good practice. Resources for mathematics are satisfactory. The school's approach to renewing and extending the range of resources is linked clearly to the mathematics development plan and is costed carefully.

## Science

97. The 1999 Key Stage 2 SATs results show standards are well above both national averages and those of similar schools. Pupils made very good progress through Key Stage 2, results show considerable improvement over the previous year.
98. Inspection findings are that overall standards at Key Stage 2 are above national averages. However, knowledge and understanding in science is developed better than skills of enquiry. At the end of Key Stage 1, pupils achieve standards in line with national averages and this finding is consistent with the school's Key Stage 1 teacher assessments for 1999. Progress at Key Stage 1 and lower Key Stage 2 is satisfactory. Pupils make good progress in upper Key Stage 2. Occasionally, higher attaining pupils are not challenged through the use of more searching questions and tasks. The progress of pupils with special educational needs is good.
99. At Key Stage 1, many pupils are able to observe carefully, compare and tell others what they have found out. They learn how to tabulate results clearly and are beginning to compare in a fair way. Pupils in Year 2 can describe a range of fabrics and relate the properties of these materials to their use in clothing for different weathers. By Year 3, pupils know that sound is a vibration and describe ways of making sounds louder and quieter. Pupils in Year 4 can explain some properties of series circuits and predict what happens when more batteries and bulbs are added. Most can plan and carry out a fair test in simple contexts. Pupils in Year 5 can research information from a variety of sources relating to The Solar System and report their findings clearly. By Year 6, pupils are confident in their ability to control variables to make their tests fair, for example, when finding out what affects plant growth. Some pupils need guidance to help them pose their questions clearly. Many pupils draw on a good knowledge of science, for example, about reproduction and growth in plants, when predicting what will happen, and they draw conclusions from their findings.
100. Many pupils enjoy science. They are keen to learn and to research information from a variety of sources. Pupils throughout the school sustain their concentration, work constructively in groups on shared tasks and discuss or share ideas with their teacher enthusiastically. Behaviour is very good. Pupils use equipment responsibly and show care and respect for those around them. Many are able to work with increasing independence, making sensible decisions.
101. Teaching at Key Stage 1 is satisfactory and at Key Stage 2 it is good, especially for older pupils. Pupils are well managed and relationships are very good. They have a sound knowledge of science. Teachers often use good open questions to elicit pupils understanding and to challenge them to think and explain. In one Year 6 lesson, the teacher used a whole class discussion to encourage pupils to draw on their knowledge of plants to pose questions for investigation in a very challenging way. A planning board was used well to prompt pupils. Occasionally, where lesson objectives do not include developing pupils' enquiry skills, good opportunities are missed, for example where all pupils worked together step by step in learning about sound as a vibration. The quality of marking varies considerably. Pupils' work is regularly marked and the best, in upper Key Stage 2, provides correction and guidance on how pupils can improve their performance. However, some teachers' comments are solely of praise. Pupils with special educational needs receive very effective support from experienced helpers.

102. The science curriculum is generally well planned and teachers' assessments of pupils are consistent, guided by standardised examples of pupils' work. Information technology is beginning to enhance the curriculum. A planning framework used to guide teaching the skills of scientific enquiry provides helpful guidance. However, at upper Key Stage 2, strategies to enable pupils to acquire higher skills have received insufficient attention. The science co-ordinator is very enthusiastic and is developing her role in monitoring standards in the subject. Resources are adequate and well managed.

## **OTHER SUBJECTS OR COURSES**

### **Art**

103. Three lessons of art were seen at Key Stage 2 during the inspection. Evidence from these observations, scrutiny of lesson plans, examination of pupils work and discussions with staff and pupils indicate that the attainment of pupils at both key stages is in line with national expectations. At the end of Key Stage 1, pupils know about the work of artists such as Seurat and recognise the technique of pointillism. They experimented successfully with this technique when making contributions to an underwater frieze. Their sketch work shows suitable development in skills of observation, position, proportion, detail, spatial awareness, 3D realism and perspective. At the end of Key Stage 2, pupils are able to study the work of William Morris and develop themes through sketching, pencil copying, colour work, textile and collage work. Understanding of line, tone, shape and form are developed well through the use of different scales i.e. A4 – A1 size.
104. Overall, pupils make satisfactory progress through Key Stage 1 and Key Stage 2. At Key Stage 1, exercises such as sketching a house demonstrate sound progress in pupils' understanding of line, shape and form. Similar progress is seen in work involving imaginative drawings, use of different media and colour mixing. At Key Stage 2, work undertaken successfully develops pupils' visual literacy, understanding of pattern, use of colour and the effect of images. The project inspired by the work of Paul Klee is particularly effective. Pupils with special educational needs are supported well and make good progress.
105. Pupils have positive attitudes to art. They show enthusiasm and engage themselves eagerly in discussions and activities. They co-operate well and respect the views of others. Their behaviour is good.
106. Although few lessons were seen during the inspection, the quality of teaching was at least satisfactory. In the best lesson the teacher displayed very good subject knowledge, used subject terminology correctly throughout the lesson. The pace was brisk and expectations of behaviour and attainment were high. There was good use of questions to make pupils think and examples of pupils' work were used well to make teaching points explicit and to help develop understanding. Non-teaching assistants made effective assessments which were used to inform teachers' future planning.
107. The curriculum offered in art has suitable breadth and balance. However, time spent on art has been eroded to make way for other initiatives. This has understandably had a detrimental effect on the depth and detail of coverage. The school's curriculum map supports teachers' medium term planning well and a "skills development grid" is helpful in securing curriculum balance. The portfolio of assessed sketch work is an excellent example of moderated work from reception to Year 6. Staff use this portfolio to accurately judge the standard of pupils' work and to ensure that their own expectations are realistic.
108. Leadership and management in art is good. The co-ordinator offers advice and support to

colleagues and ensures resources are stored appropriately and are organised well. Planning is monitored each term and outcomes have informed the development plan for art. Monitoring standards of teaching in art and the effectiveness of support given is at an early stage of development. The co-ordinator maintains a very positive ethos for learning and art makes a significant contribution to pupils' spiritual, moral, social and cultural development.

## **Design and Technology**

109. In the week of the inspection it was only possible to observe two lessons. However, pupils' work was examined carefully and teachers' planning was scrutinised. Standards in design and technology are at least satisfactory at both key stages. Examples of very good work were seen, especially at Key Stage 2. Progress in Key Stage 1 is satisfactory and in Key Stage 2 it is good.
110. When studying Chinese New Year, pupils in Year 1 examine masks, gain ideas and then use these ideas to make their own masks. Most masks are made to a good standard. Year 1 pupils successfully make models, for example of a man, using a range of different materials. The finished articles resemble their plans reasonably well. Pupils cut shapes in card, shape clay parts before joining and modify the designs to improve the proportions of the finished product. Pupils in Year 2 build on work undertaken at Year 1 to design and make models of different wheeled vehicles. Skills in cutting, joining and assembling are reasonable for Year 2 pupils.
111. Pupils in Year 4 link work in art and design by making motifs for tee-shirts in the style of Paul Klee. They carefully consider the impression they want to create before beginning the design process. Many motifs are very good particularly those designed using a computer application. Pupils' economic awareness is well developed when required to consider and compare costs involved using the various design methods and materials used. Finished products are evaluated effectively using a fashion show principle. This project enables pupils to make very good progress in designing, making and evaluating products on the basis of a range of criteria. In Year 6, pupils work on a variety of topics. Models of zoo animals and enclosures made while on their residential visit to Dartmoor demonstrate reasonable competence using a range of assembly techniques, working accurately to scale and making products which satisfy a design brief.
112. In the two lessons seen pupils were able to sustain concentration, use tools carefully and persevere to achieve desired results. They were alert and responsive to their teachers. Pupils

engaged in very thoughtful discussion during the plenary session of one lesson. This positive picture is confirmed when talking to pupils about design and technology work undertaken in the past.

113. There is insufficient evidence to make an overall judgement about the quality of teaching. However, in the lessons seen, teaching was at least good, with very good and excellent features. For example, in Year 4, the teacher showed good subject knowledge, had high expectations of pupils and maintained an excellent pace to the lesson. Pupils were encouraged to be constructively critical and creative. Support staff were well briefed so that pupils with special education needs, including one with autism could produce exciting designs. Music was used to good effect in the background.
114. The policy and planning for design and technology is broad and balanced with some interesting contexts for projects on food, textiles and materials. Resources are adequate and well managed. The co-ordinator supports colleagues effectively but strategies for monitoring and evaluating the school's performance in design and technology are less well developed.



## Geography

115. During the week of the inspection no geography lessons were observed due to the school's timetable. Scrutiny of pupils' work in books and on display, examination of documentation and discussions with staff and pupils show that attainment and progress across Key Stage 1 is satisfactory and at the end of Key Stage 2 it is good.
116. Towards the end of Key Stage 1 pupils of all abilities learn about the environment around their school. They successfully plot their way around the school building, the wider area of Keyham and the nearby moorland areas, identifying key geographical features. Year 2 pupils display good knowledge of the features of cities especially if they have visited different places with their families. They are developing knowledge of the world's climatic regions and the specific area of the Gambia well. At Key Stage 2 pupils are able to compare and contrast aspects of Plymouth and Liverpool showing awareness of the link between people and places. At the end of the Key Stage 2 pupils' mapping skills are well developed. The use of maps to identify key features of Dartmoor and the Mount Wise area contributes significantly to pupils' progress. Pupils correctly link photographs and writing with locations on a map and use their knowledge of physical features such as hills, rivers, lakes and valleys to understand landscapes. They take great interest in the local environment and global environmental issues such as the erosion of tropical rainforests, the growth of urban settlements and the effects of pollution. In Year 6, pupils show excellent skills of research. Geography is often linked to other subjects, for example, the Year 3 study of Egypt in history and the use of the internet to link with a school in North Carolina. This is helping to raise standards generally. At the end of Key Stage 2 pupils understand and use six-figure references in mapping well. They show good understanding when discussing the physical aspects of rivers following fieldwork trips. Higher attaining pupils effectively extend their knowledge and understanding of environmental and conservation issues when undertaking work following visits to such places as the China Clay works in St Austell. The visit to Dartmoor and study of the Widdecombe area, including the Church, motivates pupils and they discuss with clarity their findings using correct geographical vocabulary.
117. Discussions with pupils, along with scrutiny of their work, show that they are enthusiastic about geography. They enjoy the practical, enquiry-based approach used by the school. Many are motivated by their teachers' enthusiasm for the geography. The number of pupils who participate in the regular Dartmoor walks is also testament to their enjoyment of the subject.
118. Teachers' planning is significantly better than at the last inspection. Schemes of work and lesson plans are sufficiently detailed to ensure progression across the key stages. The quality and use of worksheets has also been improved. Pupils' work is marked regularly but feedback in order to identify targets for improvement varies in quality across the school. It is good in Year 6.
119. The co-ordinator fulfils her role well. The policy offers good guidance for teachers. The curriculum offered is broad and balanced and skills are developed systematically across the school. Processes for monitoring teachers' planning and standards of work are effective. The co-ordinator has rightly identified the need to improve assessment arrangements. Good use has been made of support given by the LEA Advisory Team, particularly in developing a scheme of work which ensures knowledge, skills and understanding are taught systematically throughout. Strategies for sharing elements of very good practice to ensure pupils progress at an even rate through the school are at an early stage of development. This is an area for improvement.
120. Resources have been considerably improved since the last inspection. Each class has a bank of resources which meets the needs of work being covered. Other resources are held centrally, such as maps, artefacts, videos and aerial photographs. They are stored well and are easily accessible. Very good use is made of the schools' Library Service which provides specific project resources. ICT is used extremely well across the school to enhance learning in

geography. Displays are good and help pupils take a keen interest in geography.

## History

121. Standards of attainment in history are in line with national expectations at the end of Key Stage 1 and Key Stage 2. By age 7, pupils are developing a sense of chronology. They understand and use a time line to identify the sequence of events in recent history relating to their family tree and begin to distinguish between their own lives and those of people living in the past. They use artefacts and printed materials to make simple observations and to answer questions about the past. By age 11, pupils have a good sense of chronology and detailed knowledge about life in Victorian Times. They raise questions and use reference material to locate and retrieve information. They show empathy for the people who lived in Victorian England and can make comparisons between life now and then.
122. Pupils make sound progress in history. At Key Stage 1 they develop skills in sequencing events and objects and explain their reasoning using appropriate words such as "old", "older", "oldest". They learn how to use enquiry skills to ask and answer questions about the past when studying everyday life. At Key Stage 2 pupils understand terms that define different periods of history and develop knowledge of the characteristics of life in the period under study. They make good use of sources of information, including outside speakers, listening and raising questions to develop their knowledge. Pupils with special educational needs make sound progress.
123. Attitudes to history are satisfactory. Pupils show interest and are attentive during explanations and discussion. They co-operate well with each other, sharing books, information and resources. On infrequent occasions pupils become restless when the lesson structure is too flexible and the teacher is unaware of their time off task. In contrast, rapt attention was paid to a visiting speaker and pupils were enthusiastic to learn.
124. Most teaching in history is satisfactory although individual lessons range from unsatisfactory to good. In the best lessons the work is planned and organised well and the interest of pupils is engaged through enthusiastic teaching and interesting discussion. There is a clear focus to learning, sound subject knowledge and activities which move pupils' historical thinking forward. The less satisfactory elements of lessons reveal little planning and unclear objectives for learning. The management of pupils does not always demand pupils' full attention when the teacher is speaking or allows some time to be wasted by pupils who are unsure what to do next. Marking in history varies in quality with few examples of evaluative comments to celebrate learning or move thinking forward. Pupils with special educational needs are supported well by non-teaching staff, who are well briefed, and able to ensure the pupils make progress within the whole class topics.
125. The curriculum in history has satisfactory breadth and balance. The curriculum map helps teachers to plan their work, but in practice the emphasis on knowledge is greater than that of developing the elements of historical learning. The development of skills in historical enquiry and interpretation are inconsistent throughout the school, particularly at Key Stage 1.
126. The newly appointed co-ordinator for the history is enthusiastic and determined in her efforts to develop the subject across the school. Planning is monitored successfully each term but monitoring and evaluating outcomes of lessons in relation to pupils' attainment and progress is not yet fully effective. The development plan for history is realistic in terms of maintaining and developing resources and there are appropriate success criteria linked to the improvement of pupil's skills and knowledge. Although the school owns few resources for history, the system of forward planning, effective co-operation with local organisations and good use of loan services ensures that resources for each block of work are relevant, up-to-date and fresh. This enlivens topics and stimulates interest in teaching and learning particularly well.

## Information Communication Technology

127. The development of information communication technology (ICT) has improved significantly since the last inspection. New hardware and software has been purchased. Each class has access to at least one computer and this, along with improved teaching skills and the growth of home-based learning, has raised standards.
128. Attainment and progress by the end of Key Stage 1 is satisfactory and, by the end of Key Stage 2, it is above that expected nationally. Throughout the school, pupils with special educational needs show increasing understanding, independence and confidence in the use of ICT applications.
129. By the end of Key Stage 1, pupils use the mouse with fluency to point and click. Pupils successfully select items from a menu, use the keyboard to enter text and then save their work. Pupils are given the opportunity to use software packages in all areas of the curriculum such as aspects of science, using paint programs to generate their own pictures, and in areas of history, geography, design and technology and religious studies. They understand and use developing technical vocabulary in order to recall sequences of skills, for example Year 1 and 2 pupils were able to make a list of the steps needed to save work to hard disk. Autistic pupils make good progress, for example, using a counting program with classroom support. Pupils lack experience in using models or simulation to explore aspects of real or imaginary situations at both key stages.
130. By the end of Key Stage 2, standards have improved since the last inspection. Pupils are able to use computers and other technology such as tape recorders to collect and communicate information. They use the keyboard with considerable dexterity, use menus and delete and adjust parts of text. Some can import pictures from a picture book, often having scanned in the images themselves, and place them appropriately. Pupils can access CD Roms to investigate information and use the knowledge gained for work in other subjects. There is some well-developed use of music software in Year 3 but this is not built upon throughout the rest of the key stage. In Year 6, in particular, very good progress has been made since the last inspection as seen in comparing files from pupils in 1996 and those of the current cohort. They are now able to use a very wide variety of applications. Pupils select and use a variety of letter styles and sizes when word-processing and make use of the spell checker and the range of colour facilities, for example, scanning pictures and adding text to their sheets about themselves. They create different styles of presentation and can present a range of data. Their use of the internet is developing well, for example, in their regular correspondence with a school in Kitty Hawk, North Carolina. Pupils quickly and efficiently load software for themselves. They use their skills across a number of subjects, for example, in a literacy lesson pupils showed good skills in compiling e-mails. The school newspaper, is a good example of pupils' abilities to communicate information. Year 6 pupils also apply skills learned and developed at home and during computer club sessions. Some pupils who have developed skills at home are not always sufficiently challenged in class.
131. Pupils' attitudes to information technology are often very positive. Pupils are keen to demonstrate their capability and answer questions. They are excited by some of the new resources and the enthusiasm of the majority of the staff. The dedication, skill and expertise of the co-ordinator inspires many pupils to persevere and do their best. Pupils work well together in pairs, helping

each other to solve problems and make progress. Just occasionally enthusiasm wanes when teachers concentrate on individual pupils at the expense of the rest of the class who are left uninvolved.

132. A limited number of lessons were seen during the inspection. Discussion with pupils, scrutiny of work across a number of subject areas and examination of planning indicates that teaching is at least satisfactory. Towards the end of Key Stage 2 it is very good. In the best lessons there is a varied programme of work which meets the needs of individual pupils and covers aspects of the National Curriculum, for example, in the Year 3 lesson pupils used tape recorders and computers for a range of purposes. Good support was given to groups and individuals in independent work and the objectives for learning were made clear to pupils in advance.
133. Teachers' subject knowledge is generally sound because they have worked hard with the co-ordinator to improve their own skills. The school has invested in training and this has a positive impact on standards. Classroom assistants and other adult helpers make a significant contribution to the progress of pupils with special educational needs. There is a good system in place for enhancing learning through peer teaching.
134. Statutory requirements are met. The school recognises the need to enhance the development of controlling and monitoring, as well as modelling when it makes revisions in the light of the new National Framework. By effectively monitoring curriculum plans, the co-ordinator has identified and matched the software available to meet the needs of pupils and provide support for colleagues. There is a well-developed system for regularly assessing pupils' progress in computing skills and an effective system for reporting to parents.
135. A national initiative called, The Portables for Teachers Project, was managed particularly well by the co-ordinator and has had a marked effect on the skills of some staff. Other courses and training events have been used successfully to enhance teacher's own confidence and abilities in ICT. Lack of technical support results in the co-ordinator spending valuable time repairing equipment. The school has rightly identified this as an area for improvement.
154. **Music**
136. Standards in music at Key Stage 1 are in line with national expectations and progress is satisfactory. At Key Stage 2 standards are high and progress is good. Pupils who take the opportunity to learn to play a musical instrument attain particularly high standards.
137. At Key Stage 1 the majority of pupils play sensitively and control musical elements well, such as dynamics and pitch on a variety of percussion instruments. Pupils listen carefully and follow directions with reasonable ease. Many pupils sing accurately while playing a steady beat on an instrument. For example, when marching around the room to the 'Grand Old Duke of York'. Pupils with special educational needs attain good standards in rhythm work. In Year 1 an autistic pupil was able to play a triangle with great precision, following the syllables of a song. At lower Key Stage 2 pupils listen carefully and pay attention to detail in music such as 'Morning' by Grieg. Pupils are able to discuss the mood and effect of music, the composer's intentions and the visual images conjured up in their imaginations. They use the knowledge gained to invent their own music. By the end of Key Stage 2 the majority of pupils sing enthusiastically and with a good sense of pitch and rhythm. Diction and vocal projection are good. Pupils show a well-developed feeling for the words of a song and are able to feel that the beat of the music carries on through silences. Pupils use notation to record the contours of a song with increasing accuracy. Pupils who learn to play musical instruments articulate clearly, maintain good posture and technique whilst playing and can read conventional staff notation. Their attainment is often shown to be high through external examinations.
138. Progress at Key Stage 1 is satisfactory for pupils of all ability groups, including those with special educational needs. Pupils are developing good control of a variety of sound sources. This was evident in a Year 1 lesson when pupils were inventing musical structures such as the patterns of loud and quiet. Pupils recall songs and nursery rhymes they have learnt earlier and through

discussion demonstrate reasonable understanding of tempo. At Key Stage 2 pupils have good listening skills. With sensitive support from an assistant. One pupil communicated well and expressed feelings aroused by music played in the lesson.

139. Progress is rapid towards the end of the Key Stage 2. This is due in large part to the expertise of the music teacher and the significant number of pupils who learn to play an instrument. In instrumental lessons, pupils experiencing technical problems are quickly and skilfully helped to improve through good guidance offered by the teacher. For example, a pupil just beginning to play the trumpet was able to develop control of articulation, continuous breathing and embouchure simultaneously due to the expertise and quality of instruction offered. Progress made by other pupils is well above that expected nationally. Good use is made of pupils' skills and expertise so that they successfully help each other. A young clarinet player who played sensitively and with a very well-developed sense of line effectively passed on skills through peer-group teaching.
140. Pupils are enthusiastic and highly motivated in most lessons, especially when there is clarity of purpose and quickness in pace. In the majority of lessons pupils concentrate well and listen with sustained care and attention. They are keen to offer views using their developing understanding of musical vocabulary. Very occasionally pupils become restless when there is lack of variety in tasks and activities. In the main, pupils co-operate well when working in pairs or small groups. For example, Year 5 pupils were particularly co-operative when scoring music they had previously listened to and sung. Pupils, including those with special needs, show good self-control when handling instruments. They collect, use and return instruments carefully. Pupils are confident when playing individually or in a group to an audience of classmates or known adults. During instrumental lessons and extra-curricular activities such as the Keyham Barton Youth Orchestra, pupils are highly motivated and show very mature attitudes to rehearsal.
141. Overall, the quality of teaching is good. The music co-ordinator is particularly able. Where teaching is good lessons are well-structured and focus on a specific building block of music such as pitch, duration, dynamics or structure. Lesson planning is supported well by the co-ordinator. This usually enables staff to teach to a good standard and musical skills to be taught systematically across the key stages. Musical extracts are chosen carefully to help pupils formulate their own ideas. These are then used in subsequent activities to help pupils compose their own musical pieces. Good classroom management skills ensure teaching time is used efficiently for example, resources were distributed very quickly in a lesson when pupils were exploring a range of sound sources. Occasionally there is a lack of variety in lessons and insufficient use of short, regular games alongside more extended work. The teaching of orchestral instruments focuses extremely well on meeting pupils' individual needs. Technical problems are highlighted and developed as they arise. All pupils, regardless of ability, are nurtured with patience and encouragement.
142. The music co-ordinator is highly enthusiastic and committed to developing the musical ability of staff and pupils alike. Ex-pupils return to the school and are encouraged to participate in extra-curricular activities, lead by example and contribute to learning through peer-group teaching. The school's scheme of work covers statutory requirement. It supports the non-specialist music teacher well. Consequently teachers take their own classes with a degree of confidence. The curriculum is enhanced by a wide range of extra-curricular activities, notably through attendance at masterclasses in London and at the National Festival of Music for Youth. The assessment of pupils' skills has not yet been sufficiently well-addressed and there is no systematic recording and retention of their work, especially compositions.
143. Overall, resources are very good. There is a sufficient range of unpitched percussion instruments, but the number, quality and availability of pitched percussion, larger, deep-sounding percussion and instruments from other cultures is less good. There is some good practice in the development of music using information and communications technology such as the use of tape recorders and computers in Year 3, but this is inconsistent across the school. The school

maintains good resources, well above that expected, for instrumental learning. Music plays a very significant important role in the spiritual, moral, social and cultural development of pupils and continues to make a very positive contribution to the school's aims and ethos.

144. Provision has been maintained for all pupils since the last inspection. In Key Stage 2, some standards and quality of learning were judged to be sound but there has been an improvement and these aspects are now good.

163. **Physical Education**

145. Standards of attainment in physical education (PE) at Key Stages 1 and 2 are high. This represents a significant improvement since the last inspection. Pupils with special educational needs are well supported by other pupils and learning support assistants. This enables pupils to take full part in all lessons. Progress is very good.

146. In gymnastics, Year 1 pupils make good progress when connecting movements such as balancing, jumping and walking. They are encouraged to think about their shape and body control. They repeat sequences well. Pupils balance on benches, jump off forming different shapes, and roll showing some good skills and reasonable co-ordination. In dance, pupils make imaginative gestures and movements to describe mood and story line, for example, when portraying animals in an Indian story. Year 2 pupils dance confidently in more complex contexts such as Bonfire Night. They use expressive movements, for example when portraying putting on heavy clothing, carrying logs of wood and moving like fireworks. In the best examples, groups of pupils synchronised their movements and took account of the tempo of the music. Higher attaining pupils evaluate the work of their peers sensitively and constructively. All pupils move safely and with due regard to those around them.

147. At Key Stage 2, pupils develop their skills further in both dance and gymnastics and progress continues to be good. Pupils in Year 3 for example, sequence movements and then improvise around this sequence. Pupils are often encouraged to demonstrate their skills to others and to comment and evaluate their peer's work. By Year 6 both boys and girls are involved in football training. They show good ball control and awareness of space and teamwork. A good team spirit was evident in both girls and boys during a coaching session. Goal keepers' skills were particularly good.

148. The school's provision for swimming is good. All pupils are competent swimmers by the time they leave the school and statutory requirements are met. As part of the outdoor education programme, Year 6 pupils stay at a residential field centre on Dartmoor. During their stay they are involved in a wide variety of activities related to the school's curriculum. Pupils also regularly undertake long walks on Dartmoor. They thoroughly enjoy and look forward to these activities; one of which took place during the week of the inspection. Gains made from these activities significantly contribute to pupils' attainment and progress in PE.

149. Pupils very much enjoy physical education, especially dance and gymnastics. A few become very excited at the context for their work and occasionally need calming by their teacher. In the main, pupils listen and sustain concentration well. A very few are unable to stay focused on tasks set. behaviour is usually very good. Pupils consider others and work productively in groups, planning sequences and helping each other. Many are keen to offer ideas and willingly model good movements. Pupils are reminded about their health and safety issues and respond well to the need for school rules in physical education lessons.

150. The quality of teaching at both key stages is good and sometimes very good. Teachers have

clear objectives for learning and share them with pupils at the beginning of lessons. Teachers are diligent about issues related to health and safety. Lessons are well structured with warm up and cool down activities at the beginning and end of sessions. Lessons have a good mix of individual and group activity with pupils being expected to share ideas and work together on sequences of movements. Teachers have high expectations of behaviour and of pupils' standards.

Their subject knowledge is generally good and assessment of pupils' work underpins suggestions for improvement. Teachers always play a full and active part in lessons for both gymnastics and dance. They model ideas and movements well for pupils. Time and resources are used effectively. For example, when teachers interrupt a taped sequence to demonstrate skills, explain tasks or clarify ideas for pupils. The pace of the work in lessons is usually brisk but not unrealistic. Pupils are keen to progress and are inspired by their teachers.

151. The curriculum is well planned. It is supported by a wide range of extra-curricular activities involving pupils throughout the school. The co-ordinator for the subject is knowledgeable and effective in her role. She manages resources well and is beginning to take more responsibility for monitoring standards achieved throughout the school. Resources for games, gymnastics and dance are good. Outdoor facilities are very limited but the school makes very good use of facilities within the locality for games, athletics and swimming.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

152. The inspection was carried out over a period of four days by a team of five inspectors, including a lay inspector.
153. The total time spent in direct observation of teaching and learning was 45 hours and 50 minutes.



- 67 lessons or parts of lessons were observed;
- registration sessions, assemblies, staff meetings, break times and extra-curricular activities were observed;
- a significant sample of pupils' from each year group was heard to read;
- discussions were held with pupils to ascertain their understanding in all subjects of the curriculum;
- inspectors had discussions with each member of staff in connection with his or her responsibilities;
- pupils' written work completed during the year was examined, along with test results, records of progress and reports to parents;
- written statements recently produced by the school, including financial statements, development plans and teacher lesson notes were examined;
- discussions were held with parents and governors.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	216	4	25	26

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	10
Number of pupils per qualified teacher	22

#### Education support staff (YR – Y6)

Total number of education support staff	11
Total aggregate hours worked each week	182.5

Average class size: 22

## Financial data

Financial year:	1998/99
	£
Total Income	351,556
Total Expenditure	355,888
Expenditure per pupil	1,534
Balance brought forward from previous year	9,540
Balance carried forward to next year	5,208

## PARENTAL SURVEY

Number of questionnaires sent out:	216
Number of questionnaires returned:	57

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	54	40	0	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	70	30	0	0	0
The school handles complaints from parents well	40	47	7	3	0
The school gives me a clear understanding of what is taught	51	49	0	0	0
The school keeps me well informed about my child(ren)'s progress	47	51	2	0	0
The school enables my child(ren) to achieve a good standard of work	53	46	0	0	0
The school encourages children to get involved in more than just their daily lessons	46	51	2	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	53	42	2	2	1
The school's values and attitudes have a positive effect on my child(ren)	74	25	0	1	0
The school achieves high standards of good behaviour	61	37	0	2	0
My child(ren) like(s) school	68	30	0	2	0

### **Other issues raised by parents**

- . Good spread of teaching expertise so that pupils receive a very rounded education.
- . The emphasis given to after-school clubs.
- . The emphasis given to spiritual and social development of pupils.
- . The partnership with parents so that parents can be actively involved in their own child's learning.
- . The information provided is good; relating to day-to-day events and curriculum matters.
- . The help and guidance offered to pupils and families is appreciated.
- . The quantity and quality of homework is appropriate.
- . The behaviour and attitudes of pupils in and out of school is very good.
- . The school is a friendly place and complaints are dealt with sensitively and quickly.