

INSPECTION REPORT

Pilgrim Primary School

Plymouth

LEA area: Plymouth

Unique reference number: 113282

Headteacher: Mrs A M Wilson

Reporting inspector: RWG Thelwell
20977

Dates of inspection: 8th – 11th May 2000

Inspection number: 190537

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: King Gardens
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Devon

Postcode: PL1 5BQ

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Appropriate authority: Governing Body

Name of chair of governors: Mr S Turner

Date of previous inspection: 18 – 21 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Robin Thelwell Registered inspector	Children under five; Science; Information technology; Music.	What sort of school is it? Results and achievements; How well are pupils taught? How well is the school led and managed?
Dianne James Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Harold Galley Team inspector	Special educational needs; English; Art; Design and technology; History.	How good are the curricular and other opportunities offered to pupils?
Ian Hancock Team inspector	Equal opportunities; English as an additional language; Mathematics; Religious education; Geography; Physical education.	

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pilgrim Primary is an inner city school, situated close to the retail and commercial heart of Plymouth. Nearly all pupils come from families living in council or other rented accommodation. Since the last inspection, the number on roll has decreased by nearly 20 per cent. Much of the housing around the school is being converted into student accommodation for the nearby university. The school has a turnover of 23 per cent of its pupils within the school year.

At present, 145 pupils attend school full time, including four children under five in the reception class. There are six classes, with an average size of 24. Each class caters for pupils from two year groups. Those children whose birthday falls between September and the start of February, join the reception class in September, whilst those having their birthday between March and the end of August, start in January. On entry to reception, three-quarters of children have levels of attainment lower than those expected for their age, half have attainment well below expectations.

The school has identified 39 pupils as having special educational needs. This represents 27 per cent of those on roll, and is above the national average. Four pupils have statements of special educational needs allocated to them under the terms of the DfEE Code of Practice¹. At three per cent, this is above the norm. Six pupils have English as an additional language; at four per cent, this is higher than average. Fifty-five pupils are eligible for free school meals. This represents 39 per cent of those attending school, and is twice the national average. Whilst the school has no parent teacher association, parents support fund raising activities whenever they are organised.

HOW GOOD THE SCHOOL IS

When considering pupils' attainment on entry, and the good added value in terms of pupil achievement by the end of Year 6, Pilgrim Primary is an effective school. Teaching is good across the school, and good quality relationships and behaviour are the norm. The headteacher, staff and governors work well as a team, have successfully addressed nearly all issues from the last inspection, and have created an orderly climate for learning. The school makes efficient use of time, money, accommodation and resources. Although the unit cost per pupil is above average, the school gives good value for money.

What the school does well

- Promotes good attitudes, behaviour and relationships.
- Good teaching is a strength of the school.
- Provides a caring community, where pupils are known well, and valued as individuals. The school creates an orderly climate for learning.
- The provision for pupils with special educational needs, and for those with English as an additional language is good.
- Provision for moral and social development is good.
- The school is well managed by the headteacher, supported by a well informed and supportive governing body.

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

What could be improved

- There are insufficient opportunities for pupils to develop writing skills at either key stage. Not enough attention is paid to standards of handwriting or presentation.
- At Key Stage 2, the use of information technology within mathematics and science is underdeveloped.
- Teachers' marking often fails to tell pupils what they must do to improve their work.
- Attendance is well below the national average.
- Parents are not sufficiently involved in the life and work of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the issues from the last inspection of November 1996. There has been a marked improvement in the quality of teaching. All pupils are now set challenging tasks that are carefully matched to their capabilities. Greater emphasis has been given to experimental and investigative science, and resources have been improved where weaknesses were identified. Standards have risen in information technology and religious education, and there has been an overall improvement in English, mathematics and science at both key stages. Good procedures are now in place to monitor and assess pupils' attainment. The school development plan now has clearly defined links between priorities for improvement and the school budget. Progress is monitored well, and criteria used to judge the cost effectiveness of spending decisions. Targets are now set for improving standards. Issues yet to be addressed fully, relate to: 'giving greater emphasis to extended writing'; and 'improving the neatness and presentation of pupils' work'.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	E	E	D	B
Mathematics	E	E	C	A
Science	E	C	D	B

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

Results of 1999 end of Key Stage 1 assessments showed overall attainment in reading to be above the national average, average for writing, and below average for mathematics. However, when compared with similar schools², results for reading and writing were well above average, and above average for mathematics. Of the year group assessed, the proportion with special educational needs was well above the national average. This shows the school is doing well.

For pupils currently in Years 2 and 6, inspection evidence confirms a steady improvement, despite the fact that nearly half the pupils in Year 2, and a third in Year 6 have special educational needs. Whilst at the end of both key stages, overall attainment for English is below average, standards in reading meet national averages and expectations. Although the overall standard for mathematics at the end of Key Stage 1 is below average, pupils' work relating to number is satisfactory. Attainment for mathematics at the end of Year 6 is average. In science, standards are in line with national averages at the end of both key

² Schools with more than 35 per cent, and up to 50 per cent of pupils entitled to free school meals.
Pilgrim Primary School - 7

stages. Attainment in information technology is in line with national expectations, and standards in religious education meet the requirements of the locally agreed syllabus. In art, pupils make good progress, and performance is above that expected for their age. Progress in other foundation subjects is satisfactory, and pupils perform at levels expected for their age.

Assessment of children on entry to the school shows three-quarters to have levels of attainment below those expected for their age. Children make good progress in personal and social development, and in language and literacy. They make satisfactory progress in all other areas of learning. By the time they are five, nearly all achieve the Desirable Learning Outcomes³ for each area of learning, with the exception of language and literacy and mathematics, in which a larger proportion do not achieve the recommended outcomes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show good attitudes to learning. This has a positive effect on the progress they make in school.
Behaviour, in and out of classrooms	Within lessons, the consistently good behaviour allows maximum time to be spent on teaching and learning.
Personal development and relationships	Relationships between pupils, and amongst pupils and adults are good. They contribute well to pupils' learning.
Attendance	Unsatisfactory. The rate of attendance is well below the national average. The rate of unauthorised absence is above average.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Teaching was satisfactory in all lessons observed. Overall, it was good or better in 62 per cent, including 12 per cent judged very good. The high standard of teaching has a positive effect on pupils' progress and achievement.

Teaching of children under five was consistently good; 25 per cent was judged very good. At Key Stage 1, teaching was good or better in 63 per cent of lessons observed, including 19 per cent very good. At Key Stage 2, teaching was judged good or better in 56 per cent of lessons, including 6 per cent very good. No unsatisfactory teaching was observed. The overall quality of teaching for both literacy and numeracy was judged to be good at both key stages. Teachers provide well for pupils with English as an additional language, and successfully meet the needs of pupils with different abilities, ranging from those with special educational needs, to higher attaining pupils.

³ QCA (Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for children under five is good. At Key Stages 1 and 2, the curriculum is broad and balanced. It is supported by a range of out of school activities and educational visits.
Provision for pupils with special educational needs	Good provision that is well managed by the headteacher in her capacity as special educational needs co-ordinator.
Provision for pupils with English as an additional language	Pupils receive good support for their development of language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good role models provided by staff, together with clear codes of behaviour, ensure pupils develop a good understanding of their moral and social responsibilities. Provision for pupils' spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school's provision for child protection, together with health and safety aspects of care, is sound. Good provision is made for monitoring of pupils' academic and personal development.

The home/school partnership is not sufficiently effective to have a marked impact on pupils' learning, particularly with regard to homework policy.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good, effective leadership. The good support she receives from staff and governors results in the school having a positive ethos that supports and promotes pupils' learning.
How well the governors fulfil their responsibilities	The governing body meets its statutory responsibilities fully. They are closely involved in strategic and financial planning, monitoring and evaluation. Governors have a clear understanding of the school's provision for the National Curriculum, and the standards pupils achieve.
The school's evaluation of its performance	Good procedures are in place to monitor and evaluate performance. Data is analysed to help determine what is to be done next. The headteacher monitors the quality of teaching on a regular basis.
The strategic use of resources	Good. The school makes efficient use of its resources to support pupils' learning. At each stage of planning and evaluation, the governing body applies principles of 'best value' to good effect.

The school is well staffed to meet the demands of the areas of learning for children under five, and the National Curriculum. Whilst classrooms are small, the school benefits from a number of additional teaching and work areas, including a computer room. Overall,

resources are satisfactory, with strengths noted in information technology and religious education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects pupils to work hard and achieve their best. • Teaching is good, and pupils make good progress. • Pupils enjoy coming to school. • The school helps pupils to become mature and responsible, and behaviour is good. • Teachers know pupils and their needs well. They are approachable to discuss concerns with parents. 	<ul style="list-style-type: none"> • The amount and regularity of homework. • Information about the progress their children make. • The partnership between school and parents.

Thirty parents returned the questionnaire, and seven parents attended the meeting with the Registered Inspector. Inspection evidence confirms the positive views expressed by parents. The team is of the opinion that an appropriate amount of homework is provided for pupils, relative to their ages. However, it finds there is no common understanding among parents returning questionnaires, or attending the parents' meeting, regarding the school's policy on homework. Regarding information concerning pupils' progress: the school provides two written reports in addition to an annual parents' meeting, to discuss children's work with staff. Teachers are available to meet parents informally at the start and end of the day. These arrangements are sufficient to keep parents suitably well informed about their children's performance. Inspectors consider parents' views regarding the working partnership between parents and the school to be justified.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Assessment of children on entry to school shows three-quarters to have levels of attainment below those expected for their age, half have levels well below expectation. The school makes good provision for its young children. Children make good progress in their personal and social development, and in language and literacy. They make satisfactory progress in all other areas of learning. By the time they are five years old, nearly all achieve the officially recommended outcomes for each area of learning, with the exception of language and literacy, and mathematics, in which a larger proportion do not achieve the recommended outcomes.

2. In 1999 Key Stage 1 assessments for reading, although the proportion of pupils reaching the expected level⁴ was well above the national average, that gaining the higher level was below average. Whilst the proportion achieving the expected level for writing was average, no pupils gained the higher level. For mathematics, the proportion reaching the expected level was well below average. However, an above average proportion achieved the higher level. Teacher assessment for science, showed overall standards to be average. However, when compared with similar schools, results for reading and writing were well

⁴ The national expectation is that, when assessed at the end of Key Stage 1, pupils should achieve Level 2. The higher level for pupils at Key Stage 1 is Level 3. At Key Stage 2, the expectation is that when assessed, pupils should achieve Level 4, with the higher level being Level 5.

above average, and above average for mathematics. Of the year group assessed, the proportion of pupils with special educational needs was well above the national average.

3. Results of 1999 assessments for pupils at the end of Key Stage 2, showed attainment in mathematics to be in line with national averages. Attainment for English and science was below average. The proportion of pupils with special educational needs was almost twice the national average. In comparison with similar schools, results were well above average for mathematics, and above average for English and science.

4. Over the last four years, results of Key Stage 1 assessments for reading, writing and mathematics have shown a steady improvement. At Key Stage 2, the school's performance over the last four years in English, mathematics and science, was broadly in line with national trends.

5. On entry to Key Stage 1, around half the pupils have levels of attainment below those expected for their age. Inspection evidence confirms pupils continue to make good progress over time. Standards for pupils currently at the end of Key Stage 1 are below average for English and mathematics, and average for science. However, it should be noted that the year group is smaller than usual, and half the pupils have special educational needs. By the end of Key Stage 2, whilst standards are below average for English, they are average for mathematics and science. The proportion of pupils with special educational needs is similar to last year, at twice the national average. The ongoing improvements are attributable to the school's successful implementation of the National Literacy and Numeracy Strategies, together with the benefits derived from the school's associated programmes of staff training. In addition, following analysis of pupils' performance, the school placed greater emphasis on investigative activities within mathematics and science.

6. In English, despite making good progress in listening skills, the improvement made in speaking skills is insufficient to meet expectations at the end of Year 2. Throughout Key Stage 2, pupils continue to make satisfactory, and, at times, good progress. However, although many pupils respond confidently to questions, discuss, and have an effective vocabulary, the proportion doing so is not enough to meet requirements.

7. In reading, pupils make good progress. Standards are satisfactory at the end of both key stages. By the end of Year 2, pupils read confidently and clearly, observing punctuation. By Year 6, they read a wide range of texts with fluency and accuracy. Higher attaining pupils discuss character and plot, and talk about authors and favourite books confidently.

8. Insufficient progress is made in writing at either key stage. This results in below average attainment. Whilst at Key Stage 1, the majority of pupils write logical, sequenced sentences, the number doing so is not enough to meet national requirements. At Key Stage 2, although pupils write for a range of audiences and purposes, the structure, quality, quantity and content, do not meet expectations.

9. The school's successful application of the numeracy strategy is now having a positive effect on standards. At Key Stage 1, whilst pupils make good progress in number work, and attain standards in line with expectations, the number of pupils reaching the required levels in other attainment targets of the curriculum is insufficient to meet national averages and expectations. Pupils make good progress throughout Key Stage 2, and achieve standards in line with expectations for all aspects of the mathematics curriculum.

10. Pupils make limited use of their developing literacy skills in other subjects. In history, they write about the life and times of the Ancient Egyptians and the Victorians. In geography, they compare the features of Plymouth with those of an Indian village. Numeracy skills are used to good advantage in science, when measuring and recording

findings. Pupils measure and weigh in design and food technology, and refer to time lines in history.

11. In science, pupils across the school make satisfactory progress. Work related to experimental and investigational science is undertaken well. Pupils have a broad knowledge of science, and observe, experiment, and use the skills of scientific enquiry. They understand what makes a fair test, and use an increasing range of scientific language with confidence.

12. Pupils make sound progress in information technology. By the end of both key stages, attainment meets national expectations. Whilst pupils apply their skills satisfactorily in other subjects, the school is aware of the need to develop them further in mathematics and science at Key Stage 2.

13. In religious education, pupils at both key stages make satisfactory progress, and attain standards in line with the expectations of the locally agreed syllabus. Pupils have a sound knowledge of Christian beliefs, and of other world faiths.

14. Across both key stages, pupils make good progress in art, and achieve standards above those expected for their age. They make satisfactory progress in the remaining foundation subjects, and achieve levels of performance, broadly in line with expectations for their age.

15. Pupils on the register of special educational needs, together with those with English as an additional language, make good progress in relation to their prior attainment. At each key stage, higher attaining pupils are provided with suitably challenging work, and make satisfactory progress.

16. Having exceeded the targets set for English and mathematics in the 1999 National Curriculum assessments, the school has worked with the local authority to set further targets for improving standards in literacy and numeracy. The school has a positive attitude to raising standards, and the headteacher, staff and governors work together to this common aim.

Pupils' attitudes, values and personal development

17. Pupils' attitudes, behaviour and relationships are good and have a positive effect on the quality of their learning and personal development. Standards have been maintained since the last inspection.

18. Inspection evidence confirms parents' views that pupils' attitudes to learning are good. The large majority of pupils are keen, and eager to talk and answer questions. They enjoy learning and take a pride in demonstrating their knowledge, such as using correct terminology within specific subjects. However, many lack the skills to explain themselves adequately either through speaking or writing. Most pupils work with a will, concentrate well on tasks and learn successfully. The lack of self motivation, particularly from more able pupils, noted at the last inspection, has been tackled effectively. This is because work is now well matched to the needs of pupils with differing abilities, particularly in English and mathematics.

19. Behaviour is good. This reflects the attention staff pay to a consistent approach to discipline, in the classroom and at break times. Any misbehaviour is dealt with quickly and positively. In some lessons, management is less efficient and poor behaviour from a very small number of pupils results in a slower pace of teaching. Pupils greatly enjoy earning rewards for considerate behaviour at lunchtimes. They take a lively interest in earning their Friday 'privilege time' through co-operating with the class 'rule of the week'. There has been an improvement in respect of exclusions; whereas two fixed term exclusions were reported at the time of the last inspection, there were none in the year prior to this inspection.

20. Relationships throughout the school are good. Parents correctly regard staff as good role models for children. The good relationships between the pupils themselves and with the staff create a harmonious atmosphere in the school. Teachers treat pupils with respect and pupils respond appropriately. There is genuine respect for individuals' differences and backgrounds. This is seen, for instance, in the mature way pupils respond to those with behavioural difficulties. Pupils know that bullying is taken seriously by staff; school council members report they have had little cause to discuss this for some time.

21. Overall, pupils' personal development is satisfactory. Where pupils are given duties, they carry them out proudly and in a reliable manner, as when they look after the games' trolley and act as register monitors. Pupils organise their playground activities well. With the help of mealtime assistants, pupils in Years 5 and 6 successfully arrange a lunchtime football league, with the mealtime supervisors awarding half term prizes for the winning team. A good number of pupils show long term commitment to the choir. This gives them the chance to participate in such events as the Royal Schools of Church Music Millennium Year events, and cluster schools' musical productions. Pupils at Key Stage 2 enjoy the accountability of being representatives on the school council. Nevertheless, there is scope for pupils to be given more personal and social responsibilities. Pupils have limited opportunities to take part in competitive team sports, and there is little evidence of pupils managing their own learning. In the majority of classes, pupils have few opportunities to plan their own work.

22. Attendance is well below the national average. It has been falling since the last inspection, when levels were average, and there was little problem with punctuality. Over the last two years, there has been a persistent, but fluctuating number of late arrivals to school recorded in the late book. Unauthorised absence is above average. The school is very aware that attendance problems are not the pupils' fault. There are several parents for whom school is not a priority, for a variety of reasons. The Education Welfare Officer supports the school whenever possible. The sending of standard letters and reminders is having only short term effects. However, a positive feature is the way pupils keenly settle down in readiness for the start of school, and the prompt starts that are made to sessions.

HOW WELL ARE PUPILS TAUGHT?

23. Good teaching is a strength of the school. Teaching was judged to be satisfactory or better in all lessons observed. It was good in 62 per cent, including 12 per cent very good. This is a significant improvement on the last inspection when there were several instances where teaching was judged to be unsatisfactory. All teachers and support assistants work very well as a team, sharing good knowledge and expertise. The good quality of teaching has a positive effect on pupils' responses and the progress they make.

24. The teaching of children under five was good or better in all lessons observed, including 25 per cent judged to be very good. Planning is based on the Desirable Learning Outcomes, and covers all areas of learning for children of this age, and links well to the early stages of the National Curriculum. Children are provided with a range of relevant and interesting experiences. Good knowledge and understanding of the educational needs of this age group are reflected in the preparation and delivery of lessons, and in the careful and detailed monitoring of children's work. Staff co-operate well in providing children with an appropriate balance between teacher directed activities, and those they choose for themselves. The many opportunities created to develop and extend children's language are a marked feature of the good practice observed.

25. The quality of teaching at Key Stage 1 was judged to be good or better in 63 per cent of lessons observed, including 19 per cent very good. At Key Stage 2, teaching was judged good or better in 56 per cent of lessons, including 6 per cent very good. No unsatisfactory teaching was observed.

26. Teachers are secure in their knowledge and understanding of subjects taught. They use this expertise effectively. Teachers are enthusiastic, and this contributes to positive, well managed classes. On many occasions pupils' understanding is significantly enhanced by clear explanations and effective demonstrations. For instance, in an information technology lesson, pupils in Key Stage 1 were given very clear, step-by-step guidance on how to use a new computer program and its applications. Having been set demanding investigations involving decimal fractions, pupils in Year 6 responded with great enthusiasm and determination to succeed, when the teacher said, "Now here's a real challenge for you." In the most successful lessons, teachers communicate objectives clearly, ensuring pupils fully understand what they are expected to achieve. In nearly all lessons, teachers have suitably high expectations, and give good support and reassurance.

27. Across the school, classrooms and adjoining corridors are well organised to promote learning. Teachers were observed using an appropriate range and balance of teaching strategies, including individual, group and whole class teaching to good advantage. The use of questioning techniques by staff is effective, and has a positive effect on the development of pupils' learning, particularly speaking and listening skills. The same is true of teachers' encouragement of pupils to use correct vocabulary within subjects. Good examples of both practices occur regularly at the end of lessons, when pupils discuss what they have learnt. During circle time⁵, teachers show sensitive care, control and guidance when they encourage pupils to contribute to a range of issues. In the main, after questions or issues have been put to pupils, teachers allow them sufficient time to organise their thoughts and ideas. However, on a small number of occasions, rather than provide another question to help clarify pupils' thinking, teachers too quickly provided the answer for them.

28. Teachers across the school make good use of time and available resources to advance pupils' learning. A good example of the efficient use of time was the clear explanation and instructions given to pupils in reception and Year 1 as they changed for physical education. Lessons have clear objectives that build on previous learning. Nearly all lessons start with a recap of what pupils have learnt earlier, and how this is to be developed within the session. A significant contribution to the effective teaching observed came from the school's team of support assistants. They work in close partnership with teachers to enhance successfully pupils' learning. Teachers ensure all those working with them have a clear understanding of the objectives, methods and resources to be used. Pupils respond well to the support given. Staff have built good relationships with pupils, and behaviour is good. Inspection evidence confirms parents' views that staff know pupils and their individual needs well, and that teachers plan for them accordingly.

29. Teaching for pupils with special educational needs is good. Individual education plans relate well to the needs of pupils for whom they are written. Staff use these plans well to meet specific needs. Relationships between staff and pupils are good. Teachers give clear instructions, and use praise constructively. Pupils with English as an additional language receive good support with language development. As a result of this good support, both groups of pupils make good progress in relation to prior attainment. In contrast to the findings of the last inspection, the school now provides well for its higher attaining pupils. In each class, such pupils are set suitably challenging tasks, well matched to their ability. A clear and helpful policy is in place to support staff in the identification and monitoring of more able pupils.

30. Teaching of the daily literacy hour was judged to be satisfactory or better in all lessons observed. Ninety-one per cent were judged as good, including 18 per cent very good. Sessions are well planned, with clear objectives. Interesting activities are provided for pupils, and good use is made of the review sessions at the end of lessons. The most successful lessons are characterised by the enthusiasm of teachers, expressive reading and leading of stories, and skilled questioning to ensure pupils understand texts. The quality of teaching for the daily mathematics lessons was judged as good or better in 60

⁵ In these lessons, pupils sit in a circle, and through agreed rules, have the opportunity to speak and listen to each other talking about issues that concern all of them.

per cent of lessons, including 20 per cent very good. The remainder were satisfactory. Lessons are well planned, with suitable activities to reinforce pupils' understanding of concepts taught. In mental arithmetic sessions pupils are challenged to think and use their recall of number with rapid responses. Pupils enjoy this and respond well.

31. Day to day planning is effective. Teachers make good use of ongoing assessment to help them plan what is to be taught next. A range of policies and schemes of work help teachers plan the systematic development of pupils' skills, knowledge and understanding as they move through the school. However, teachers are not consistent in their use of the marking policy. On many occasions, pupils are given no guidance as to what they must do to improve. Although a number of parents had concerns regarding the provision of homework, inspectors find that teachers make appropriate use of homework throughout the school. They ensure the amount and challenge of work set is suitably matched to the age and capabilities of the pupils concerned.

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

32. The quality and range of learning opportunities for pupils is satisfactory. The school offers a broad and balanced curriculum for all pupils. The curriculum meets statutory requirements for the National Curriculum and religious education. There is a clear and effective policy for personal, social and health education, including drugs awareness and sex education. Provision for children under five is good, with an emphasis on pupils' personal and social development, and on the acquisition of literacy and numeracy skills. Children are well prepared for the National Curriculum programmes of study.

33. All subjects have satisfactory policies and schemes of work, which enable teachers to plan effectively for the systematic development of pupils' learning. The school has successfully introduced the national strategies for literacy and numeracy. Having considered the needs of pupils, the school has weighted the allocation of time towards literacy and numeracy. The reduction in time available for other subjects is most notable in history and geography where pupils are not always given sufficient time to develop their writing skills. A review of time allocated to foundation subjects is planned for in the near future.

34. Provision for pupils with special educational needs is good. Pupils are identified early and given access to the curriculum by means of detailed individual education plans that set clear and manageable targets. Support for pupils with English as an additional language is effective in ensuring the improvement of literacy skills. The very good quality of learning support assistants throughout the school is a significant factor in the good provision. Equality of access to opportunities provided within the curriculum is satisfactory throughout the school.

35. The curriculum is enhanced to a reasonable extent by a range of lunchtime and after school activities, which include football, basketball, country dancing, recorders and a choir. Visits to local places, such as Plymouth and the Hoe, Tinside Pool and Plym Bridge make positive contributions to the content of the curriculum and add interest to pupils' learning. Good use is made of the school grounds to enhance the curriculum, with some especially effective work undertaken in art and science. Satisfactory relationships with local secondary schools help to smooth the transition to the next stage of education.

36. The school makes sound provision for the spiritual and cultural aspects of pupils' personal development and ensures good provision for their social and moral development. Provision has improved in spiritual and moral development since the last inspection. The good provision in moral and social development makes a significant contribution to pupils' good attitudes, behaviour and relationships.

37. Pupils' spiritual development is appropriately promoted through daily acts of collective worship and in religious education lessons. Collective worship is planned and takes place in a quiet respectful atmosphere, where pupils have the opportunity to engage in prayer and quiet reflection. They learn the values of the Christian faith and, although worship is predominantly Christian, pupils learn of other faiths as part of the agreed syllabus for religious education. Since the last inspection the school has drawn up a policy on promoting spirituality in other curriculum areas.

38. High priority is given to equipping pupils with a clear set of moral values. Routine class practices and explicit moral teaching in lessons and circle time reinforce high expectations. Pupils develop a sense of citizenship as representatives on the school council to discuss a variety of issues. Older pupils help with various tasks around the school such as devising games at playtimes. All pupils are encouraged to show consideration to others, and regularly support local and national charities. The staff provide pupils with good role models and encourage them to behave well and develop a clear understanding of right and wrong.

39. Good provision is made for pupils' social development, which is effectively enhanced between pupils and adults. The promotion of values such as friendship and caring for others forms an important aspect of school life, and pupils of all ages interact well together. Pupils are encouraged to work well together in class. At lunchtimes the midday assistants make a major contribution to encourage pupils to play amicably on the playground and school field. The school has established effective links with a nearby community college where friendly sports tournaments take place. This greatly enhances pupils' social development together with other extracurricular clubs and visits to places of interest.

40. Provision for pupils' cultural development is sound. Visits are made to local places of interest including museums and art galleries. Pupils visit Buckland Abbey for story telling, music and various art activities. This term the school is producing a Millennium presentation involving dance, music and drama. This will help to promote pupils' cultural awareness. Pupils acquire an appropriate understanding of other cultures through subjects such as art and geography, where they study Western European artists and undertake a comparative study with Chembakolli, a village in India. Such opportunities help pupils to become aware of the rich diversity of cultures within the wider community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The overall care and help pupils receive is effective. The school has a united sense of purpose regarding the well being of those in its care. Teachers and support staff have maintained a rigorous approach to putting into practice policies and procedures and ensuring these work. Pupils feel secure and this helps them to learn effectively. Parents are pleased with welfare arrangements.

42. Procedures for child protection are satisfactory. The headteacher is the designated person for child protection purposes, and all staff are aware of correct procedures concerning such matters. The school gives a high priority to pupils' safety. This is reflected in daily routines. Appropriate attention is paid to health and safety matters. A new health and safety co-ordinator has recently been appointed, and the governing body is soon to adopt the local authority's health and safety policy, received shortly before the inspection.

43. There are good procedures for monitoring and promoting good behaviour. Both class and school rules are consistently reinforced by all staff. Class behaviour rules have recently been successfully tailored, as a result of advice regarding rewards targeted at special needs pupils. A notable feature of the school is the consistent and positive approach towards promoting good behaviour. Mealtime assistants provide an excellent input. They play a very important role in the personal development of pupils. They have developed a reward policy for good behaviour and manners during lunchtimes, in a

systematic and focused manner. So successful has their scheme been, that higher awards have had to be found, to be presented in assemblies. Several of the supervisors are classroom assistants, thus helping to provide good continuity of care.

44. Procedures for monitoring and improving attendance are unsatisfactory, in that whilst registers are marked consistently at the beginning of each session, lateness is not recorded in accordance with regulations. Procedures for following up lateness and discouraging absence are not sufficiently rigorous: for instance lateness is only followed up on a monthly basis. In addition, mid-year reports to parents, which used to refer to attendance and punctuality records, no longer do so. The school has identified the need to explore further avenues to improve and highlight the importance of regular attendance.

45. Pupils' personal development is monitored well but informally. The quality of day to day support pivots on the good relationships that exist between staff and pupils. Teachers know their pupils, their problems and domestic backgrounds well. Consequently, staff are able to provide understanding support.

46. The school has developed good procedures for monitoring and supporting pupils' academic progress. Assessment procedures for children under the age of five are good, and ensure that higher attainers have opportunities to progress at their own rate, and that lower attainers have every chance to improve their skills.

47. At both key stages, teachers make good use of information from assessment data when planning their lessons. Teachers know their pupils well and make good provision for pupils of varying abilities. There are good systems for assessment in English, mathematics and science. Across the key stages, teachers make regular termly assessments of each pupil, comparing their performance with the levels expected in the National Curriculum. This enables teachers to monitor the progress of each pupil, and to identify areas in which individuals need to improve. The school analyses the results of such assessments thoroughly to monitor pupils' standards of attainment. This has led to the school having an accurate picture of its overall performance, and identifying areas that require development. For example, the school recognises that standards in writing need to be improved and has placed this as a priority in the present development plan.

48. In lessons, teachers give useful and evaluative oral feedback to pupils. However, the quality of teachers' marking is variable. There are examples of very useful marking of pupils' work, which include detailed evaluations and the setting of challenging targets. However, there are many examples where marking consists merely of praise, with little indication given as to why a particular piece of work was deemed to be good or otherwise, or what the pupil must do to improve.

49. Good procedures are in place to identify and assess pupils with special educational needs and those who speak English as an additional language. The very close co-operation between teachers and non teaching assistants is a major factor in the quality of assessments that ensure that pupils are presented with work that is carefully matched to their most recent achievements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. With the exception of concerns regarding homework, the small number of parents who attended the pre-inspection meeting with the Registered Inspector were satisfied with the school's provision. In responses to the pre-inspection questionnaire, a quarter of parental responses showed dissatisfaction with homework, information about children's progress, and how the school works with parents. However, three-quarters of parents agree that the school is an open and approachable place, particularly in Key Stage 1, where parents are able to resolve any minor problems when they deliver or collect their children.

51. The range of contacts and opportunities for involvement in the life of the school, together with the contribution of parents to children's overall learning is too limited. A parent runs the after school football club, and a very small number of parents help within classes. However, parents do become involved in specific activities and events. For example, there was very good support from families for the field trip to the Hoe, and for community events involving the school choir. Similarly, the annual parents' consultation evening is well supported. Parents are provided with interim reports in the spring term. These give targets for English and mathematics in addition to comments regarding general progress. Parents are invited to discuss reports if they wish, after the summer reports. However, response is rarely forthcoming. Whilst there is no parent teacher association, parents willingly support events arranged for the benefit of the school or for well known charities.

52. At the last inspection, whilst parents were found to be well informed about the school, their voluntary support was considered minimal. The information parents currently receive is in line with requirements, but not always sufficiently user friendly for the needs of families. The picture of the level of parental support is a mixed one, but the home/school partnership is not strong enough to be of real benefit in supporting pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The previous inspection identified several areas for improvement regarding leadership and management. There was insufficient monitoring of pupils' levels of attainment, the school development plan was not sufficiently well structured, and the governing body did not sufficiently evaluate the impact of financial decisions with regard to the quality of education provided. The school has successfully addressed these issues.

54. The headteacher provides good, effective leadership. She sets a clear direction for the school's development, based on her awareness of the needs of pupils. She receives good support from the acting deputy headteacher, and a hard working staff, who, along with the governing body, have a commitment to providing quality education. This has resulted in the school having a clear set of aims and values that are reflected in its day to day life. In line with their stated aims, staff and governors have established a positive and caring ethos that supports and promotes pupils' learning.

55. Together with the governing body, the headteacher manages the school well. Day to day management and organisation are good. Roles and responsibilities are well defined, and staff have specific management responsibilities that support the school well.

56. Management of the curriculum is delegated to teaching staff, who take responsibility for co-ordinating a number of subjects and aspects of school life. Co-ordinators are now fully involved in planning and resourcing, together with evaluating the outcomes of subjects. Monitoring of teaching across the curriculum is now undertaken by the headteacher through a regular and detailed programme of observations.

57. There is regular and productive communication between the headteacher and chair of governors. Committees covering a range of management areas meet regularly. In addition to discussing policies and documents, through visiting, observing, and working alongside pupils, collectively governors have a sound working knowledge of the school's provision for the National Curriculum and the standards pupils achieve.

58. The governing body meets its statutory obligations fully, including those relating to a daily act of collective worship. The school complies with requirements relating to the Code of Practice for the identification of, and provision for, pupils with special educational needs. It ensures equality of opportunity for pupils' access to the curriculum and its associated resources. In this respect, the school has responded well to the requirement of the previous report, that higher attaining pupils be provided with tasks more suitably matched to their abilities.

59. The preparation of the school development plan is well managed, with governors and staff successfully involved. The resulting document is of good quality, being clear and well structured. It establishes relevant priorities, responsibilities and resource requirements. It clearly states the criteria that will be used to evaluate success.

60. The school is well staffed with suitably qualified teachers to meet the requirements of the National Curriculum, religious education and special educational needs. The professional development of staff is linked appropriately to the school development plan, and includes training requirements for national curricular initiatives, together with areas identified through the school's programme of professional review and development. The large number of support staff are well deployed and highly valued. They work in effective partnership with teachers to give good support, particularly to pupils with special educational needs. Mealtime assistants make a major contribution to pupils' behaviour at lunchtimes and help to make lunchtimes enjoyable. Administrative staff are efficient and contribute to the smooth running of the school.

61. Classrooms are small and oppressive in hot weather. This has a negative impact on pupils' concentration. It was noted during the inspection that many pupils found difficulty keeping their concentration, particularly during afternoons. The grounds, including established trees, were considered a strength of the school in the last inspection. However, they have become too expensive for the school to maintain to the same degree. Other areas, such as the pond, can no longer be used, as they have become subject to vandalism. Such areas now only have a limited use as a teaching resource. The reference library is small and has limited use in terms of pupils consulting books for reference purposes. The large field and playgrounds greatly support pupils' learning in physical education. Resources for learning are satisfactory overall, with strengths in information technology and religious education.

62. The standard of financial planning and management, together with that of financial control, is good. The school received the latest audit of its financial management systems shortly before the inspection. It raised very few minor recommendations for improvement. Governors are closely involved in budgetary matters, and all expenditure is carefully targeted and used appropriately. In keeping with the school's good application of the principles of 'best value', all spending decisions are now evaluated for cost effectiveness in terms of their impact on the quality of education provided.

63. The school's unit cost per pupil is above average. However, when taking into account: pupils' low attainment on entry, the good added value in terms of standards achieved when they leave, the quality of the school as a community and the education it provides, Pilgrim Primary School gives good value for money. This is an improvement on the 'sound' judgement of the previous report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In addition to those targets identified within the school development plan which relate to the raising of standards: to improve the school further, the governors, headteacher and staff should:-

- **Raise** the standard and presentation of writing at both key stages by:
 - Increasing the fluency of forming sentences and paragraphs through frequent opportunities for pupils to write down their own thoughts, and to extend simple sentences into compound sentences;
 - Developing the quality and range of vocabulary pupils use in their writing, and make more use of dictionaries and thesauruses to support such writing;
 - Encouraging the correct formation and joining of letters through regular lessons in handwriting.

(Paragraphs: 2, 8, 18, 33, 47, 78, 82, 93, 113, 116, 139.)

- **Develop** further at Key Stage 2, the use of information technology equipment and software to sense, monitor and display physical data; particularly with regard to science investigations. There is a need to extend opportunities for pupils to apply their information technology skills when presenting and illustrating findings of investigations undertaken in mathematics and science.

(Paragraphs: 12, 88, 96, 123.)

- **Implement** the school's marking policy in a consistent manner ensuring pupils are given clear information as how to improve their work.

(Paragraphs: 31, 48, 81, 86, 95, 113.)

- **Explore** ways in which to develop the home/school partnership to increase the range of contacts with parents, and improve parents' opportunities for involvement in the life and work of the school.

(Paragraphs: 51, 52.)

- **Devise** and implement procedures for promoting and monitoring good attendance and punctuality.

(Paragraphs: 22, 44.)

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

Ensuring parents have a clear understanding of the school's homework policy.

(Paragraphs: 31, 50, 88.)

[It is acknowledged that the school has already identified several of the issues raised, and is in the process of developing suitable action plans to address them.]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	50	38	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	145
Number of full-time pupils eligible for free school meals	55
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	39
English as an additional language	No of pupils
Number of pupils with English as an additional language	6
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	7.0
National comparative data	5.4

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	11	14	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	10
	Girls	12	12	9
	Total	23	22	19
Percentage of pupils at NC level 2 or above	School	92 (79)	88 (89)	76 (84)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	12	9	12
	Total	23	20	23
Percentage of pupils at NC level 2 or above	School	92 (84)	80 (89)	92 (95)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	11	11	11
	Total	17	17	18
Percentage of pupils at NC level 4 or above	School	68 (42)	68 (35)	72 (62)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	9	11	11
	Total	16	18	20
Percentage of pupils at NC level 4 or above	School	64 (48)	72 (38)	80 (58)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	1
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	111
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	20.3
Average class size	23.7

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	136

Financial information

Financial year	1998/9
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	£
Total income	337932
Total expenditure	331050
Expenditure per pupil	2019
Balance brought forward from previous year	15997
Balance carried forward to next year	22879

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	144
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	3	0	3
My child is making good progress in school.	57	33	7	3	0
Behaviour in the school is good.	37	50	3	7	3
My child gets the right amount of work to do at home.	30	44	13	13	0
The teaching is good.	57	30	7	3	3
I am kept well informed about how my child is getting on.	47	30	13	10	0
I would feel comfortable about approaching the school with questions or a problem.	55	28	17	0	0
The school expects my child to work hard and achieve his or her best.	60	37	0	0	3
The school works closely with parents.	40	37	13	10	0
The school is well led and managed.	52	21	3	14	10
The school is helping my child become mature and responsible.	53	27	10	3	7
The school provides an interesting range of activities outside lessons.	37	30	7	13	13

Summary of parents' and carers' responses

In addition to those who returned the questionnaire, seven parents attended the pre-inspection meeting with the Registered Inspector. Whilst the majority were supportive of the school, a significant minority of parents stated they would appreciate more information on the progress their children make. A similar proportion had concerns on the amount and regularity of homework, and the closeness with which the school works with parents.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. At the time of the inspection, four children under five were in the class catering for reception and Year 1 pupils. On entry, nearly three-quarters of children have levels of attainment below those expected for their age, including a half whose attainment is well below expectations. The school makes good provision for its young children. Although they make good progress, a significant number do not achieve the officially recommended learning outcomes for language and literacy or mathematics by the time they are five. Nearly all achieve the recommended outcomes for the other areas of learning.

66. Children's progress in personal and social development is good. Staff are sensitive to the needs of children in their first year of schooling. They have created a happy, purposeful atmosphere where children settle quickly into the routines of school. Children work together in a friendly and supportive manner, and show respect for each other, adults and visitors. They take an active part in a variety of self chosen and adult led activities, and handle resources sensibly. Children are well behaved, and sustain concentration well when working. They make sensible choices from the range of activities available, play well with others, share and take turns. Children respond well to adults. They follow instructions, listen carefully to what they are told, and begin activities eagerly. Children are sensitive to the needs of others, and show obvious pleasure in friends' successes as well as their own. They change and dress themselves with increasing speed and ability, and line up and move around the school in a sensible manner. Food technology activities provide children with opportunities for observation, language development and preparation skills, together with an awareness of the importance of washing hands before handling food.

67. Children make good progress with language and literacy. Most develop sound book skills. They handle books well, know that text conveys a message, and is read from left to right. Children enjoy sharing books, and listen attentively when following stories and illustrations read by their teacher, or when listening to story tapes. Whilst they demonstrate growing confidence when answering questions, many are hesitant speakers with a restricted vocabulary. All learn the importance of taking turns and listening to others. Interesting displays and activities help develop children's recognition of letters of the alphabet, and the sounds associated with them. Several older children successfully read a number of common words. They carry out 'pretend writing' as part of their activities within their 'office' and 'shop', where they make lists and write down telephone messages. Children learn the correct way to shape letters, and copy examples of writing with increasing control.

68. Progress in mathematical understanding is satisfactory. Children recognise and count numbers to ten. They sing and play a range of number rhymes and finger games to reinforce their understanding. Through a variety of carefully directed activities, children begin to understand the concept of addition and subtraction. They sort objects in a variety of ways: for example, by colour, shape and size; by threading objects and repeating patterns. Children use correct mathematical language for simple shapes, and compare measurements such as more than and less than. They use a range of objects which they arrange in order of size. Children develop an awareness of capacity and volume through regular play tasks with sand and water. In so doing, they use words such as empty and full.

69. Children make sound, and, on occasions, good progress in developing knowledge and understanding of the world. They observe and discuss weather, understand why we wear different clothes for each season, and compare clothes worn today with those of long ago. Children know and name parts of the body, conduct simple activities related to the senses, and understand that we change as we get older. They know the main parts of plants, and what they need to grow. Children explore the textures of different materials, and consider the uses for each. They identify several sources of light, both natural and man-

made. By visiting a nearby supermarket, they learn about their immediate environment and of the many jobs involved in providing foodstuffs. Children take great interest in the post cards they receive from 'Adventure Bunny' who travels around the world with families and friends associated with Pilgrim Primary School. Children handle computers with growing confidence, using keyboard and mouse to control, colour and move items on screen. They use programmable toys to good advantage.

70. Progress in physical development is satisfactory. Children make sound progress in their fine manipulative skills. They handle tools, scissors, paintbrushes, construction kits and malleable materials safely, with increasing control. In indoor activity lessons, children show a growing awareness and use of space as they move around the hall. They throw and catch bean bags with increasing accuracy. In outdoor structured play, children use a range of equipment to ride, balance and explore. In so doing, they develop growing confidence, together with a willingness to share and take turns.

71. Children make satisfactory progress in creative development. They use a range of media to draw, paint, print and model. They create small imaginary environments, and act out scenes in them, exploring ideas and feelings. Children have good opportunities for structured role play as they develop language and social skills within their home corner, shop and office. They enjoy singing songs from memory. They sing enthusiastically, tunefully, and with a sense of rhythm.

72. The quality of teaching for under fives was judged to be good in all lessons observed, including 25 per cent very good. All activities are carefully planned, and focus clearly on learning outcomes. Adults use conversation and questions effectively to draw out children's ideas, and develop their vocabulary and confidence. All adults understand the content and the desired outcomes of the activities they supervise. This clarity of purpose makes a significant contribution to children's progress and standards achieved. Expectations of children's performance are suitably high, and a positive classroom ethos creates an environment in which children are encouraged to make progress. Children have access to a good range of resources that are used well to promote learning.

73. Provision for children under five is well managed by a co-ordinator who liaises closely and effectively with the reception teacher to plan and monitor activities for developing children's knowledge, skills and understanding. Good procedures are in place to support children's induction into school. A thorough assessment of children's skills is carried out during their first half term in school, and this information is used to inform subsequent planning and teaching. Children's systematic development in learning is aided by detailed record keeping, careful observations and ongoing assessment.

ENGLISH

74. Results of 1999 National Curriculum assessments for both key stages were much higher than previously achieved. At Key Stage 1, the proportion of pupils reaching the expected level in reading was well above the national average. It was average for writing. For both aspects, results were well above those achieved by similar schools. Overall standards were below the national average at Key Stage 2, but above average when compared with similar schools. At both key stages, the proportion of pupils reaching the higher levels was below the national average.

75. Inspection evidence confirms that the school has maintained its position at Key Stage 2, where standards of attainment are very similar to 1999 levels. At Key Stage 1, standards observed during the inspection were just below the national average. The reason for this decline on the 1999 levels is due to half the much smaller year group having special educational needs. Trends over the period 1996 to 1999 show that at both key stages there is a clear upward trend, above that achieved by schools nationally. The difference between the attainment of boys and girls was similar to that found nationally.

76. Pupils' speaking and listening skills are slightly below average at the end of each key stage. The greater majority of pupils enter the school with limited language skills and lack confidence in speaking. The accuracy and clarity of their speech improves in Key Stage 1, because teachers give effective guidance and strong encouragement. All take part in literacy hour discussions, even though some make very brief contributions. Levels of attention are very high when instructions are given, and this ensures that listening skills develop well. Pupils across the school gradually become more confident in speaking to a range of audiences in a variety of contexts. Pupils in Key Stage 2 take part in structured discussions to work out their views, and negotiate with others in small groups to solve problems. Although pupils contribute well to class discussions, there are not enough opportunities for pupils to talk at length and develop ideas. In all classes, the teachers' speech is an excellent role model for pupils, and makes a significant contribution to the good progress across the school.

77. Although on entry to Key Stage 1, attainment in reading is below average, pupils quickly make good progress, and, by the end of each key stage, standards are satisfactory. In their first year, pupils are taught the relationship between letters and sounds. Teachers choose texts carefully in the group reading parts of the literacy hour, and ensure that pupils regularly practise their reading, both in class and at home. The very close match between pupils' needs and the texts that they read, contributes to the good progress made by pupils of all abilities. By the end of Key Stage 2, most pupils read longer texts silently and with good concentration. Pupils with special educational needs and those with English as an additional language are well supported by material carefully graded to match their needs. Most pupils have a sound range of reading experiences, they make comparisons with other books, talk about their favourite authors and use technical terms confidently. More able readers in Year 6 are challenged by demanding novels; some read at what is effectively an adult standard.

78. Standards in writing are below average at the end of both key stages. Pupils write short accounts of stories read to the class, personal accounts, letters and descriptive pieces at Key Stage 1. However, the number doing so at a sufficiently high standard is not enough to meet national averages. Standards in handwriting are below average at the end of each key stage, with a significant number not developing a cursive script until Years 5 or 6. In Key Stage 2 pupils write formal letters, poetry, stories and reports. There are not enough opportunities for pupils to produce extended writing. Although there are examples of work being well presented, the overall standard of presentation is unsatisfactory. Both the quality and quantity of writing needs to be further developed through more frequent opportunities for pupils to record their own thoughts and ideas, as well as a structured approach to the development of greater depth and fluency in writing. Insufficient use is made of dictionaries and thesauruses to support pupils' writing in Key Stage 2.

79. Pupils with special educational needs and those for whom English is an additional language make good progress. Teachers plan lessons and organise their classrooms so that these pupils have appropriate work and take a full part in all lessons. A significant factor underpinning pupils' good progress is the very high quality of learning support assistants in all classes.

80. Satisfactory use is made of opportunities in other subjects to apply and extend literacy skills. Older pupils make use of library skills to support their class work, but there are not enough opportunities in subjects such as geography, history and religious education for pupils to develop skills by writing extended pieces of work. The use of 'circle time' discussions in personal and social education makes a good contribution to the development of speaking and listening skills.

81. Teaching is good in both key stages. The quality of teaching has improved since the last inspection and now ensures that the quality of pupils' learning is good. In Key Stage 1, all the lessons seen were good. In Key Stage 2, five of the eight lessons observed were good, two were very good and the other was satisfactory. A notable characteristic of

teaching is its consistent nature across the school. All lessons are well planned; plans identify the learning objectives of the lesson, and map out its structure. As a result, all lessons are well organised and proceed with a lively pace. All teachers manage their pupils well and lessons have a purposeful and busy atmosphere. Where teaching is especially effective, teachers' enthusiasm encourages pupils to show a determined commitment to achieve their best work. Teachers give useful oral feedback to pupils, but the quality of written feedback is variable. Too often, it consists merely of praise, and does not give pupils a sufficiently clear idea of their strengths and weaknesses.

82. Leadership of the subject is good. The school has an effective co-ordinator who monitors standards of attainment and teaching. The present priority is to improve the standard of writing as the school's evaluation identifies this as a relative weakness in English, a view endorsed by inspection evidence. Recent staff training on the implementation of the National Literacy Strategy has been very effective and the skilful manner in which the literacy hour is presented has made a significant contribution to the school's raising of standards.

MATHEMATICS

83. Results of 1999 National Curriculum assessments for seven year olds, showed overall standards to be below the national average, but above average when compared with results of similar schools. Assessment of pupils at the end of Key Stage 2, showed standards to be in line with the national average, and well above the average of similar schools. Inspection evidence shows that whilst overall attainment for pupils at present in Year 2, is below average, work in number is satisfactory. Nearly half the year group have special educational needs. Attainment for pupils currently in Year 6 is average. During the last four years there has been a significant improvement in Key Stage 2 assessment results in mathematics. A crucial factor for the rise in standards has been the successful introduction of the National Numeracy Strategy, and teaching single age groups of pupils at Key Stage 2. Such strategies have improved teachers' confidence and subject knowledge, and have given a more effective focus to the development of basic number skills.

84. By the end of Key Stage 1, the majority of pupils add and subtract to 20. They competently order numbers to 100 and higher attainers recognise the number of tens and units in numbers to 100. Pupils measure length with an acceptable degree of accuracy in centimetres, and estimate objects weighing more than and less than a kilogram. Most pupils recognise and identify the properties of two-dimensional shapes and begin to recognise the hour and half hour on a clock. They produce a simple block graph on eye colour. Their response to mental calculations is improving in quality and speed, as a result of mental mathematics sessions at the beginning of each lesson.

85. By the end of Key Stage 2, pupils have extended their knowledge of number, measurements and shape and begun to develop data handling skills. Many pupils use a range of methods to add, subtract, multiply and divide accurately and have a good understanding of the relationships between these operations. Higher attainers have good mental arithmetic skills and use a variety of methods to multiply one and two digit numbers and check their answers by inverse operations. They have a good knowledge of equivalent fractions, of decimals and percentages. They use co-ordinates confidently and accurately rotate shapes using negative numbers. They calculate areas and perimeters of shapes and name angles to construct different triangles.

86. All pupils, including those with special educational needs and English as an additional language have positive attitudes and are keen to succeed. Most pupils listen well, are eager to answer questions and concentrate for considerable periods of time. They enjoy lessons, are keen to solve problems and many complete tasks with satisfactory standards of presentation. However, standards of marking are variable where there are insufficient evaluative comments to support pupils' learning. Most pupils' behaviour in the classroom is good. This has a positive impact on standards achieved. Pupils work well

individually or when in a group. They have good relationships and respect for teachers and other adults.

87. The quality of teaching has improved since the last inspection and is now good overall at both key stages. This ensures that all pupils make good progress in their learning in mathematics. Pupils with special educational needs and English as an additional language are well supported by classroom assistants often working in small groups to support effectively their learning. Lessons are planned well, and basic skills effectively taught based on the numeracy strategy. This ensures that work is well matched to the needs of all pupils, including higher attainers, and has a positive impact on their learning. This was not the case in the previous report. Teachers have a good subject knowledge and manage pupils well. In the most successful lessons, learning is very effective because pupils are well motivated and challenged by tasks teachers prepare and the pace of lessons is brisk. Homework is beginning to have a positive effect on pupils' learning: for example reinforcing multiplication tables. Assessment procedures in mathematics are good and assessment is used effectively to inform future planning. The school successfully analyses intermediate and national test results to set appropriate targets for each year group. However, there is no portfolio of annotated and levelled work to support teachers in their assessment of pupils' work.

88. The co-ordinator has given good support to staff, using his expertise well, to implement appropriate practice in the teaching of the numeracy strategy. This has included demonstration lessons to increase teachers' subject knowledge. Currently, however, there are few opportunities for the co-ordinator to monitor the teaching and learning of pupils in lessons. The co-ordinator has identified the need for homework to provide more opportunities for games, and the use and application of mathematical skills in real life problems to support pupils' learning. Numeracy skills are promoted effectively in curriculum subjects such as science, geography and design and technology. However, insufficient use is made of information technology to support pupils' learning when presenting findings of investigations undertaken in mathematics.

SCIENCE

89. Results of 1999 end of Key Stage 1 teacher assessments showed that, whilst the proportion of pupils reaching the expected level met the national average, it was well above results of similar schools. Although the proportion gaining the higher level was below the norm, it matched results of similar schools. At Key Stage 2, although the proportions of pupils reaching either the expected or higher levels were below average, overall results were above those of similar schools.

90. Inspection evidence shows attainment for current Year 2 and Year 6 pupils to be average. Following a review and analysis of curriculum provision, experimental and investigative science has become an area for development over the last year. Scrutiny of pupils' work shows a clear focus on this area, and has led to improvements in pupils' attainment. At both key stages, this aspect of the curriculum is undertaken well. Pupils observe, predict, experiment and use skills of scientific enquiry effectively. They observe well at first hand, record their findings, and, at Key Stage 2, many offer well informed and reasoned explanations of what they have seen.

91. By the end of Year 2, pupils know the features of living things, understand that different species of animals are found in different localities and habitats, and know how the changing seasons affect lifestyles. Through conducting investigations, pupils develop an understanding of their senses, and their importance in everyday life. Pupils know and name parts of the human body, and understand the basic structure of plants. Across the key stage, pupils work confidently with a range of materials, which they classify according to a range of criteria. They demonstrate their understanding of living and non-living things, of natural and man-made objects, together with how the shape of certain materials can be changed. When investigating the most appropriate materials with which to 'dress Teddy',

and the paper best suited for wrapping parcels, pupils devise a number of ways to ensure the tests are carried out in a 'fair' manner. Pupils understand forces affect the speed and direction of movement. They investigate magnets, test them for strength and examine which objects are attracted by them, and which are not.

92. By the end of Year 6, pupils have built effectively on previous knowledge. They have a clear understanding of the major body systems. Pupils investigate the effect of exercise on heart rate and know the working of skeletal joints and muscles. Pupils study food chains, and know what constitutes a healthy diet. Pupils know what plants need for healthy growth, having investigated the effect that withdrawal of any required element has on them. Pupils investigate the most suitable materials for insulation, and the conditions that affect the rate at which jellies melt. Well focused activities enable pupils to understand saturated solutions and evaporation, and discover which materials are soluble or insoluble. Pupils develop a sound understanding of electrical circuits that include switches and lights. In their work on light, pupils use concave and convex mirrors, and note the size and orientation of reflected images on them. Pupils conduct investigations concerning sound, explaining how we come to hear vibrations.

93. Pupils make satisfactory progress overall, and, on occasions, good progress in lessons. Higher attaining pupils and those with special educational needs make good progress in relation to their prior attainment. Effective support enables pupils with English as an additional language to make good progress. There is clear progression in pupils' skills, knowledge and understanding. Whilst by the end of Year 6 pupils demonstrate a growing capacity to plan and organise their work, across the school, work is often impeded by pupils' writing skills and levels of presentation.

94. Pupils' attitudes to science are good. They show interest and enthusiasm, sustain concentration for good periods of time, and become thoroughly involved in what they are doing. They collaborate well during investigations and handle equipment with care. Pupils benefit from opportunities that allow them to find things out for themselves, and to make decisions based on observations.

95. Teaching is judged to be consistently good. Teachers' knowledge of the subject is good. Staff plan sequences of activities, with clear objectives that challenge all pupils. A particular feature of the good practice observed is the use of open-ended questions to elicit responses and promote further enquiry. Specific scientific vocabulary is introduced and used well. Although pupils' work is marked regularly, the quality of marking is inconsistent, and targets to help pupils improve are rarely identified. Teachers make effective use of day to day assessment to help plan what is to be taught next. At the end of each topic, clear assessments are made of what pupils know and can do. The use of non-statutory assessments at the end of Years 3, 4 and 5 supports assessment, together with the ongoing monitoring of curriculum provision. A moderated portfolio of levelled work in science, to support teachers' assessment, is in the early stages of development.

96. The planned curriculum meets statutory requirements and often acts as a stimulus for other areas of the curriculum, particularly observational drawing and other aspects of art. It plays an important part in helping develop pupils' skills in listening, speaking and questioning, together with aspects of numeracy. However, links with information technology are underdeveloped in terms of the use of spreadsheets, tables and charts to present results, or in the use of sensors within investigations to monitor and illustrate events and results.

97. The co-ordinator gives good direction for science and manages the subject well. She has produced a clear and helpful policy to support staff. Whilst involved in the subject's resourcing, planning and evaluation of standards, she has yet to monitor the teaching of science across the school. Planning is supported by a scheme of work incorporating the most recent National Curriculum guidance. Resources, including a

conservation area and small wooded area, are used to good advantage to promote learning.

ART

98. Only three art lessons were observable during the period of inspection. Evidence from these, scrutiny of work, and displays throughout, confirm that pupils make good progress as they move through the school. At the end of each key stage, pupils' achievements in art are above those normally expected for their age.

99. Pupils in Key Stage 1 use a wide range of media to paint, draw and create collage pictures. They mix paints confidently and explore and experiment with different colours. Pupils make particularly good quality observational drawings. Using a colour study by Kandinsky as a stimulus, pupils make bold and colourful patterns. Pupils successfully develop their skills in three-dimensional work, using coloured play dough to make model flowers and plants.

100. Pupils in Key Stage 2 develop their observational drawing skills further, and, by Year 6, many complete accurate and skilful drawings of trees and plants in the school grounds. Pupils produce very imaginative work when thinking about how to portray emotions. Their pictures in response to studying Edvard Munch's 'The Scream' are thoughtful and sensitive. They illustrated how colours could represent ideas in paintings and chalk pictures, after listening to poems on the theme of thunder and lightning.

101. Pupils enjoy art. Concentration and focus on the observational drawing tasks in both key stages is very good and enables pupils to produce high quality work. Pupils work well together and respond to suggestions and critical appreciation very positively. They show pride in their achievements and are keen to tell visitors about their own contribution to various art displays around the school.

102. The teaching of art is good in both key stages. Lessons are planned carefully so that activities are interesting, challenging and imaginative. Art is linked well to other subjects, such as history, as pupils make pattern designs based on their study of Egyptian artefacts. There is always challenge and tasks are suitable for all levels of attainment. All lessons are well organised and effective use is made of a wide range of resources.

103. There is a broad, well planned curriculum, managed by a particularly enthusiastic and influential co-ordinator. There are very good photographic records of work. Photographs are taken with a digital camera, enabling work to be stored and retrieved on a computer. The school has a detailed portfolio of pupils' work completed over a lengthy period of time, although the lack of annotation reduces the potential of this. There are stimulating and aesthetic displays of pupils' work throughout the school which demonstrate to pupils that their efforts are appreciated and valued. The school has given a strong priority to art work and standards and provision are now better than at the time of the last inspection.

DESIGN AND TECHNOLOGY

104. The school provides the full range of the design and technology curriculum. All pupils, including those with special educational needs, make satisfactory progress. At the end of both key stages, pupils' performance is in line with expectations for their age.

105. At Key Stage 1, pupils learn design skills by discussing their ideas and using drawings to help work them out. They use construction kits and scissors to show how simple levers and sliding mechanisms can be used to create movement. They correctly use vocabulary such as 'lever' and 'movement', and more able pupils use the term 'pivot' correctly.

106. At Key Stage 2, pupils build effectively on the skills learnt earlier. An excellent project on making shoes enables pupils to appreciate the process of planning, designing, measuring and making. A marked improvement since the last inspection is the skilful manner in which pupils evaluate their work and amend their designs accordingly. Pupils use a range of tools carefully and sensibly.

107. Pupils enjoy design and technology lessons and show sustained concentration. In discussions they use a wide range of appropriate vocabulary and give thoughtful insight and comments as to what makes an effective design.

108. The quality of teaching is satisfactory in both key stages. Lessons are well prepared, teachers' explanations are clear and easy to follow. Group work is well organised, ensuring that lessons are purposeful and busy. The emphasis placed on evaluating pupils' work makes a positive contribution to the progress that is made.

109. The school has an effective co-ordinator who has introduced a useful scheme of work based on National Curriculum advice and guidelines. This gives teachers useful guidance in planning the curriculum and ensures that pupils develop skills in a sequential manner as they pass through the school. There is presently no monitoring of teaching, although the co-ordinator does monitor teachers' plans and give feedback on these. The school has a satisfactory range of resources that are used effectively throughout the school. The school has successfully maintained the satisfactory quality of work described in the last report.

GEOGRAPHY

110. Due to timetable arrangements, no geography lessons were observable at Key Stage 1. Observations made at Key Stage 2, together with review of pupils' work and teachers' plans, confirm that pupils make satisfactory progress as they move through the school. By the end of both key stages, pupils' performance is consistent with that expected for their ages. The subject has maintained its position since the last inspection.

111. Pupils at Key Stage 1 develop a clear understanding of their own environment by visiting areas outside the school including the Barbican and the Hoe. At a nearby supermarket they learn about different foods and the countries they come from. They draw their own house and identify the street where they live on a simple map. Pupils develop an awareness of the wider world by studying landscapes around an Indian village, and on a map of the world, find and discuss the places 'Adventure Bunny' visits when taken abroad by adults. Pupils at Key Stage 2 consider places they would like to visit on holiday, and give reasons for their decisions. On a map, they identify the route taken, and discuss suitable clothing for the climate. Pupils undertake a local study, including a study of the effects of noise and pollution in their own environment. They successfully compare the human and physical features of Plymouth with Chembakolli, a village in India. Pupils make good use of their information technology skills to identify and annotate geographical features on an Icelandic landscape. They access the Internet to locate world news items, and research information regarding worldwide disasters, events which they display on a large, world map.

112. Most pupils, including those with special educational needs and English as an additional language have positive attitudes towards work in geography. They appreciate the range of activities provided including outside visits and studying secondary sources to find information. Pupils successfully work in groups. They share resources and enjoy practical activities. The opportunities to study different countries and ways of life, successfully promote pupils' cultural development.

113. The quality of teaching at Key Stage 2 is judged to be satisfactory overall. Teachers manage pupils well, and prepare interesting activities. Expectations are suitably high, but pupils' presentation of work is variable, and teachers' marking of work is inconsistent. Frequently, little guidance is given on what pupils must do to improve. Insufficient

opportunities are provided for extended writing in geography to support pupils' learning. The subject has had a low profile until the recent appointment of a new co-ordinator. Under his guidance, the school has recently adopted a new scheme of work to help teachers plan for the systematic development of pupils' skills, knowledge and understanding as they move through the school.

HISTORY

114. Only two history lessons were observable during the inspection. Evidence from these, together with scrutiny of pupils' work and review of teachers' plans, and discussions with pupils and staff, confirms that pupils' performance at both key stages is consistent with that expected for their age.

115. At Key Stage 1, pupils learn ideas about life in the past and develop a sound notion of chronology. They learn about the Great Fire of London and appreciate that this event happened a long time ago. They compare and contrast the types of houses used then with those that they live in. In Key Stage 2, pupils learn in detail about the life in Ancient Egypt and many aspects of the Victorian era in our country. They identify changes brought about during the Industrial Revolution, including how some things changed for the better and some for the worse.

116. In lessons observed, teaching was satisfactory. Lessons are well organised and explanations are clear. Good use of resources, particularly those borrowed from the local resources centre, helps bring the subject alive. For example, pupils in Key Stage 1 study museum dolls, and in Key Stage 2 pupils benefit from a range of artefacts about the Egyptians, such as a model of the Rosetta Stone. Teachers make satisfactory use of the locality. Visits to Plymouth and the Hoe make a sound contribution to pupils' knowledge and understanding. Pupils develop their writing skills as they record what they have learned, but, as pupils move through Key Stage 2, there are insufficient opportunities for them to undertake extended pieces of writing.

117. Pupils show positive attitudes and their enthusiasm is especially evident when they handle and discuss artefacts, such as a model of an Egyptian cat. In all classes, pupils try hard and show a pleasure in the work they produce, although the presentation of work is sometimes untidy.

118. The subject is managed well, with a useful scheme of work to guide teachers in their planning. Resources were inadequate at the time of the last inspection, but are now satisfactory. The school has worked successfully to maintain the sound provision described in the last report.

INFORMATION TECHNOLOGY

119. The school has successfully addressed the requirement of the last inspection, to raise the levels of attainment in information technology at Key Stage 2. Inspection evidence confirms that all pupils, including those with special educational needs, make satisfactory progress, and, by the end of both key stages, standards meet national expectations. Since the last inspection, the school has significantly enhanced its resources for the subject. A new computer suite enables pupils throughout the school to benefit from weekly sessions. All requirements of the National Curriculum are met.

120. At both key stages, pupils experience keyboard and mouse operated systems. Across the school, pupils operate tape recorders to listen to pre-recorded stories and music, and to record items themselves. Pupils at Key Stage 1 understand the importance of switches, buttons and keys in operating functions of basic household items. Those at Key Stage 2 appreciate the importance of computer technology, and our increasing reliance on it for many aspects of everyday life.

121. Computers are in operation for much of the day, providing pupils with good opportunities to develop their information technology skills. By the end of Year 2, pupils' word processing skills enable them to combine graphics and text. They alter size and position of objects on screen, applying skills well to their clear understanding of programs used. By Year 6, pupils draft, edit, alter size and style of letters, save and print work. A good example of the application of these skills is in the production of 'year books' by pupils in Year 6, which not only gives interesting information about pupils and the events of their last year in school, but include photographs imported from digital cameras. Text handling skills are used in other subjects, such as history and religious education, to a limited degree. Pupils in Years 5 and 6 were observed making effective use of the Internet and CD based encyclopaedic programs to support studies on plant life. They access the Internet to research and update events for their 'World Wide News' board. Pupils' use of e-mail for the interchange of information is at an early stage of development. At both key stages, effective use is made of commercial programs for pupils to design, draw and paint on screen.

122. Pupils have satisfactory opportunities to investigate control technology. At Key Stage 1, pupils use programmable toys to enter directions for them to follow. Such activities reinforce pupils' understanding of direction, angles and distance, as well as developing skills associated with writing sequenced commands for the toys to follow. At Key Stage 2, pupils operate logo style programs to devise and draw repeat instructions. They use computers to program and control light sequences, and generate music which they have composed.

123. Whilst pupils at both key stages use computers for basic numeracy activities, evidence of pupils' experience of computers to produce graphics, or for data collection and handling within spreadsheets is limited. At Key Stage 2, pupils' computer technology skills have yet to be applied sufficiently to mathematics and science. In contrast to quality computer generated presentations in other subjects, pupils write accounts and findings of investigations, draw graphs and tables of results by hand. The school has yet to develop the use of equipment and software to sense, monitor and display physical data relating to science and mathematics investigations.

124. Pupils clearly enjoy information technology activities, and are eager to apply their developing skills. When using such technology, pupils at all stages display awe and wonder when computers and toys follow their commands. At all times, pupils behave sensibly, treating resources with care. Whilst observations of direct teaching were limited by timetable arrangements, teaching, together with ongoing support for pupils, was satisfactory. Explanations and demonstrations are clear and effective. Praise is used well to encourage and motivate pupils. Class organisation and management are good. This results in pupils knowing exactly what to do, where and when.

125. The successful development of information technology, together with the associated improvement in standards, is due to the effective management of the subject and an ongoing programme of staff development. The co-ordinator has a clear understanding of the needs and direction to be taken to raise standards further. Whilst a subject policy is in place, a scheme of work, based on recent national advice, has yet to be completed.

MUSIC

126. Evidence from lessons, together with the musical element of daily assemblies, confirms that all pupils, including those with special educational needs, make satisfactory progress as they move through the school. At the end of both key stages, attainment is in line with that expected for their ages. This marks an improvement on the previous inspection, when attainment at the end of Key Stage 2 was below expectation.

127. In assemblies, pupils at both key stages sing with enthusiasm, clear diction and good timing. They sing unaccompanied, two-part rounds successfully. They begin on the

correct beat, remember words well, and sing with clarity and good melody. They know the importance of listening to the beat and rhythm, and of watching the teacher conducting them for visual cues. Pupils understand how the tempo and loudness of singing frequently reflect the words of the song being sung. Pupils learn about composers, and understand through experience, the effect music has on setting the tone or mood. At times, music is used as a background to creative writing. Pupils at Key Stage 2 painted interpretations of ideas and feelings evoked by the music of Grieg and Prokofiev.

128. By the end of Year 2, pupils sing, clap and maintain steady rhythms and distinguish between long and short sounds. They identify high and low pitched notes, and explore the range of sounds made by different percussion instruments. For example, pupils in Year 2 explained the difference made to the sound of a cymbal when the beater was lifted off after striking, compared with that made when it remained in contact. Through listening to well chosen music, pupils understand the difference between fast and slow sustained rhythms and how the composer uses these to instil feelings and images. A class of Years 1 and 2 pupils explained how a fast piece of music made them want to dance, whilst a slow passage was likened to a bird gliding through the air.

129. In a lesson observed at Key Stage 2, pupils used their listening skills to determine the register of sounds. They then successfully undertook several activities to explore the use of the low, middle and high registers of their own voices. On listening to a recording of sounds, they correctly determined the register, and devised ways to write down the registers heard. Pupils then successfully used a three line staff on which to note their own 'compositions'. They worked well when being conducted, first by the teacher and then by classmates, who directed their recitation of 'Humpty Dumpty' determining the register at which words or phrases should be spoken. Prior to starting, pupils agreed the conductor's hand gestures indicating each register.

130. Pupils' attitudes to music are positive. Most respond well to lessons in an alert manner. They listen attentively, and are eager to participate. When using instruments, they handle them with care. Their enjoyment of music is obvious from lessons and assemblies. The quality of teaching is satisfactory overall. Teachers have a sound knowledge of the subject, and have a good rapport with pupils. These factors give pupils confidence to participate fully when singing and playing instruments. Lessons observed showed a good balance between talking, listening and performing.

131. The subject is soundly managed. A clear and helpful policy is in place, together with a comprehensive scheme of work. Out of class activities for music include recorder, guitar and keyboard clubs. The school choir participates in events not only in school, but around the city. For example, it joined with other choirs from nearby schools to perform 'African Jigsaw' in the Plymouth Guildhall. Such events provide pupils with good opportunities to perform in front of an audience, and help maintain the profile of music within the school.

PHYSICAL EDUCATION

132. At the end of both key stages, pupils' performance is consistent with that expected for their ages in physical education. Due to timetable arrangements, it was only possible to observe a limited number of lessons during the inspection. All lessons observed, focused on games activities. Pupils in Years 4 and 5 benefit from swimming lessons at a nearby pool. It is reported that by the time they leave the school, nearly all achieve the required 25 metres and the majority swim 100 metres.

133. Pupils know the importance of warm up at the beginning of lessons and the contribution of physical activity to a healthy lifestyle. At Key Stage 1, pupils develop and practise a variety of ways of sending and receiving different sized balls. Most pupils can roll a ball accurately and stop a moving ball correctly. Higher attaining pupils bounce and catch a ball, but most pupils find difficulty in catching a small ball. At Key Stage 2, pupils practise different throwing and passing techniques, including the shoulder pass and overarm action.

Most throw and catch large and small balls accurately. They learn to pitch and strike a soft ball with a racket. By the end of the key stage pupils use their skills to play effectively small sided invasion games, such as benchball, to develop their marking and dodging skills. Older pupils have the opportunity to participate in football and basketball clubs and compete in football, kwik cricket and tag rugby tournaments, which help to develop appropriate skills.

134. Pupils participate enthusiastically, work hard and enjoy physical education lessons. Pupils with special educational needs and English as an additional language integrate well and receive appropriate encouragement and help. This results in them making satisfactory, and, on occasions, good progress. Most pupils respond quickly to their teachers' instructions to refine and develop movements and skills. Pupils work effectively together, behave well and encourage each other.

135. The quality of teaching is judged to be sound. There is appropriate attention to safety issues within lessons, and teachers manage pupils well. Effective use is made of resources to support pupils' learning. Pupils' progress and achievement are monitored informally by teachers. The extensive field, playgrounds and extracurricular activities organised by parents greatly help to promote the subject.

RELIGIOUS EDUCATION

136. By the end of both key stages, pupils achieve standards in line with the expectations of the locally agreed syllabus. Standards have risen significantly since the last inspection, when they were reported to be below the levels expected for each key stage.

137. At Key Stage 1, pupils develop an awareness of Christianity through listening to, and talking about many stories of the life and work of Jesus. They learn about Christian festivals and are familiar with the major events of the Christmas and Easter. Pupils appreciate customs and celebrations in world religions such as Judaism, by learning about Hanukah, the festival of light. At Key Stage 2, pupils develop their understanding of Christianity and world religions including Judaism and Hinduism. They learn of the symbols associated with Christianity and write about their significance. Pupils appreciate what it means to be a Christian and the importance of baptisms, weddings and funerals. They begin to understand customs and celebrations in other religions by studying the story of Indra, and learning of the four Hindu principles. Pupils appreciate that certain objects are special and handle them with respect. This was demonstrated well during inspection when older pupils carefully studied a wide selection of artefacts from Muslim, Jewish, Hindu and Christian faiths.

138. Nearly all pupils, including those with special educational needs, and English as an additional language, demonstrate positive attitudes towards religious education lessons and behave well. They make satisfactory, and, at times, good progress. Pupils are attentive and interested in the stories they hear. The majority make thoughtful and considered contributions to discussions in lessons and during circle times. They treat books and artefacts with respect, and work collaboratively when required.

139. The quality of teaching is judged to be satisfactory overall. Teachers plan their lessons effectively and have sound subject knowledge of Christian and other world religions. They have a sensitive approach, and value pupils' contributions in lessons and circle times. Teachers manage pupils well, have high expectations of behaviour, and encourage them to show respect for other people. Resources, including artefacts are of good quality and used well to support pupils' learning. Religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development. However, there are insufficient opportunities to use religious education for extended writing, and limited opportunities across the curriculum to promote spiritual awareness, which has an adverse effect on pupils' learning. The co-ordinator has given good support to improve the provision for religious education, and has identified assessment as an area for further development.