

INSPECTION REPORT

MARY DEAN'S PRIMARY SCHOOL

Tamerton Foliot

LEA area: Plymouth

Unique reference number: 113418

Headteacher: Mr N Sparrow

Reporting inspector: David Amos
21712

Dates of inspection: 25 – 27 June 2001

Inspection number: 191036

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Mary Dean Avenue
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Plymouth
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Appropriate authority: The governing body

Name of chair of governors: Mr S Gerry

Date of previous inspection: 10 – 13 June 1996

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19322	Judi Bedawi	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?
23917	Tony Clarke	Team inspector	Mathematics Physical education	How good are the curricular and other opportunities offered to pupils?
26519	Margaret Hatfield	Team Inspector	Areas of learning for children in the Foundation Stage Science	How good are the curricular and other opportunities?
30705	Graham Stephens	Team inspector	Design and technology Geography History Equal opportunities Special educational needs Art and design	
22330	Lawrie Lewin	Team inspector	Music	
22191	Stephen Lake	Team inspector	Information and communication technology Religious education	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an above average sized primary school situated on the outskirts of Plymouth. It serves a large village community, which also includes a large estate for naval families. Recently, sections of this estate have been refurbished and the houses sold to the general public. This has led to major fluctuations in the school roll, which has now risen again. Class sizes in Key Stage 2 have increased but levels of funding have not matched this rise resulting in large class sizes for this age group. The relative high mobility of pupils on the naval estate has caused problems with longer-term strategic planning, particularly in relation to class sizes. Pupils come from a wide variety of social backgrounds, including a significant number from socially disadvantaged homes. There are currently 286 pupils on roll, with 38 of these pupils joining the school other than at first admission. Classes are mainly organised in year groups, with the exception of one class with six and seven year olds. The percentage of pupils entitled to free school meals is below the national average. The percentage of pupils identified as having special educational needs is below the national average, but the percentage of pupils with Statements of Special Educational Need is in line with the national average. No pupils have English as an additional language. The vast majority of pupils come from a white, United Kingdom heritage. Although children enter the school with a wide range of abilities, the overall standard of attainment on entry is average.

HOW GOOD THE SCHOOL IS

Mary Dean's Primary is a highly effective school. The very good leadership of the headteacher, ably supported by the governors and a dedicated team of staff, is responsible for providing a warm, welcoming and secure educational environment in which the pupils develop both their academic and personal skills very effectively. Pupils achieve high standards by the time they transfer to secondary education, particularly in the core subjects of English, mathematics and science. The quality of teaching throughout the school is good and often very good. Pupils' attitudes to school are very good and there is a high level of parental support. The school provides good value for money.

What the school does well

- By the end of Key Stage 2, pupils attain above average standards in the core subjects of English, mathematics and science.
- Pupils have very positive attitudes, behave very well and enjoy very good relationships.
- Teaching is good and often very good.
- The curriculum provided for the pupils is good overall.
- The social development of pupils is excellent and moral development is very good.
- There is a very effective partnership with parents.
- The leadership and management of the headteacher, governors and co-ordinators are very good.

What could be improved

- Standards in information and communication technology are below those expected of seven and 11 year olds.*

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

*This is the major priority area in the school's development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then Mary Dean's Primary School has made very good progress. There has been excellent progress in improving the quality of teaching and learning. The last inspection identified that more than 30 per cent of lessons were less than satisfactory, but during this inspection no unsatisfactory teaching was observed and 79 per cent of lessons were good or better. Schemes of work are in place for all subjects and these have been reviewed in the light of Curriculum 2000 guidance. Standards have improved at Key Stage 2 and the most recent evidence shows improvement at Key Stage 1. Assessment procedures have improved considerably and the methods used are now good. Early years planning and provision have been completely revised and are now used as a model by the local education authority. A new format is used for the school development plan, which includes success criteria, and maintenance and development items are separated. A new code of conduct for behaviour has been successfully implemented and behaviour in lessons and around the school is very good. The school has the capacity to improve further.

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
	1998	1999	2000	2000
English	B	A	A	A
Mathematics	B	C	A	A
Science	A	B	A	A*

Key

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

Children in the Foundation Stage make good progress and exceed the Early Learning Goals set for children at this stage in their education. In the last year's National Curriculum tests and tasks for seven year olds, pupils' attainment was below the national average in reading and writing and well below for mathematics. When compared to similar schools using the Qualifications and Curriculum Authority's benchmarks. The standards attained by the current seven year olds are considerably higher. The results in National Curriculum tests for 11 year olds in 2000, show that results for English, mathematics and science were well above the national average and those of similar schools. The proportion of pupils attaining the higher Level 5 was well above the national and similar schools' average for English and above average for mathematics. The science results for Level 5 put this group of pupils in the top five per cent of schools nationally. The school has exceeded the national results in the core subjects for the past five years. These results are generally reflected in the standards seen during the course of the inspection. By the age of seven pupils are now attaining standards in line with national expectations in English, mathematics and science. Eleven year olds are attaining above average standards in English, mathematics and science. Although the current Year 6 pupils are not attaining the very high standards of the previous year's national tests, they are achieving well for a year group that has a higher proportion of pupils identified as having special educational needs. Standards in information technology are well below expectations for seven and 11 year olds. In religious education, pupils exceed the expectations of the locally agreed syllabus

whilst in art and design and geography, pupils reach expected standards. In history, standards are in line with expectations for seven year olds but exceed the expectations for 11 year olds. In design and technology and physical education standards are above national expectations by the end of both key stages. There was insufficient evidence to judge attainment in music, although provision for the subject is satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and their attitudes to learning are very good.
Behaviour, in and out of classrooms	Pupils' behaviour is very good and in a significant number of lessons it is excellent. They are very polite and courteous.
Personal development and relationships	Pupils' personal development is very good and relationships between adults and pupils and between the pupils themselves are often excellent.
Attendance	Attendance is good and the majority of pupils arrive on time.

The very good attitudes and behaviour of pupils are a significant factor in achieving a happy and hard working atmosphere where everyone gives their best. Pupils have a very clear understanding of what is right and wrong. The very good personal development of pupils and the relationships they enjoy are also major contributory factors to the high standards attained.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall: 67	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.

Throughout the school the quality of teaching is good. No unsatisfactory teaching was observed and many examples of very good teaching were seen, with one lesson in Year 6 being excellent. Of all the lessons observed 21 per cent were satisfactory, 48 per cent were good, 29 per cent were very good and two per cent were excellent. This is a major improvement in the quality of teaching and learning since the last inspection when 30 per cent of lessons were unsatisfactory. The high quality of teaching is a major contributory factor to the high standards attained by the time the pupils leave the school at the age of eleven. At the Foundation Stage, 62 per cent of the lessons observed were good and 25 per cent were very good. This is a very significant improvement since the last inspection. One of the main contributory factors to the high quality teaching and learning is the close team working of the two teachers, who have a very good knowledge of the curriculum required for this age group and successfully plan many good activities for the children in their care. At Key Stage 1 all the teaching is at least satisfactory and 67 per cent of the lessons observed were good. Again this is a significant improvement on the last inspection when approximately one in four lessons were considered to be unsatisfactory. The teaching at Key Stage 2 is often of very high quality and is the main contributory factor to the high standards attained at the end of the key stage. All the lessons were at least

satisfactory, 36 per cent were good, 42 per cent were very good and one lesson seen was of the highest possible quality. At both key stages, teachers plan their lessons thoroughly; they have good subject knowledge and develop the pupils' understanding of basic skills, particularly in literacy and numeracy, well. The teachers have high expectations of the pupils, particularly in Year 6 where the pupils are challenged very effectively by the tasks set and they apply considerable intellectual effort in meeting these challenges. Lessons had very clear objectives that were shared with the pupils, work was very well matched to their current level of understanding and very good questioning and support was given to constantly assess the quality of learning that was taking place. Throughout the school, teachers manage pupils' behaviour very effectively, ensuring that they remain on task and work quietly. Resources are used well and additional adults are used effectively. Teachers are supported well by high quality classroom assistants, who work effectively when supporting individual pupils or small groups. Additional adults, parents and community members, are also used effectively to support learning. At both key stages teachers provide good support for pupils identified as having special educational needs. These pupils also receive good support when withdrawn on an individual basis or in small groups.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for the Foundation Stage is very good and for Key Stage 1 and Key Stage 2 it is good, overall.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the provision is very good. Provision for spiritual and cultural development is good. Provision for moral development is very good and for social development it is excellent. The impact of the provision on the pupils is obvious – the older pupils are a delight! They are charming, polite, socially adept and a credit to their parents and the school.
How well the school cares for its pupils	The school cares for its pupils well. Procedures for monitoring academic and personal development are good, as are child protection procedures. Health and safety procedures are satisfactory.

The school works very effectively in partnership with parents. Parents are provided with good quality information about their children's progress and the work of the school. The school benefits from its very strong links with the local community. Pupils' learning is enhanced by a wide range of visits out and by visitors coming to the school. The curriculum provided generally meets National Curriculum requirements except for the provision for information and communication technology, which is currently underdeveloped. However, provision for this subject is improving rapidly. A recent local education authority condition survey has made a number of recommendations, which the school should work with the local education authority to address.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. He has a clear educational vision and is leading the school forward with the support of an extremely able deputy headteacher. Subject managers fulfil their role very well in most subjects.
How well the governors fulfil their responsibilities	The governing body is knowledgeable and effective in its role. Governors are fully involved in shaping the direction of the school and fulfil their accountability role very well.
The school's evaluation of its performance	The headteacher, governors and senior management team has a very clear view of the strengths and weaknesses of the school. The senior management team monitor teaching and learning effectively.
The strategic use of resources	Resources are used effectively to support teaching and learning.

The school has sufficient appropriately qualified and experienced staff and they are effectively deployed. Day-to-day administration is smooth and efficient and the high quality administrative staff also provide good support to teachers and governors. The accommodation is satisfactory overall. Resources are satisfactory and a new computer suite has recently been added. The governors apply the principles of best value well in order to make the most efficient use of available funds.

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 progress their children make. • The attitudes and values that the school promotes. • The behaviour of the children. • The range of extra-curricular activities provided. • The continuing improvement of the school. 	<ul style="list-style-type: none"> • The sizes of some classes in Key Stage 2. • The amount of homework.

The inspection team support wholeheartedly the very positive views expressed by the parents. The concerns related to homework are considered to be unfounded as the school provides a good range of homework opportunities. There is some justification for parents' concerns about the space available for pupils in the large classes as this does impact on their learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children start school aged of four their attainment is average, overall, although the ability range is considerable. The children have a very good start to their education in the Foundation Stage and many exceed the Early Learning Goals set for children of this age in all six areas of learning. The children's personal and social development is very good. They understand the routines of school, get on well with each other and adults and work independently. The children's language development is good. They are learning to read simple texts and recount stories. They speak with reasonable confidence and listen attentively. Early counting skills are being developed well and the children are gaining a good knowledge and understanding of the world for their age. Many use devices to access and control simple computer programs. Creative and physical development is also good.
2. In the last year's National Curriculum tests and tasks for seven year olds the pupils' attainment was below the national average in reading and writing and well below for mathematics and when compared to similar schools. The percentage of pupils attaining the higher Level 3 was in line with the national average for reading and above average for similar schools. However, the results for writing were below the national average but in line with similar schools. The mathematics' results were well below for both categories. Teacher assessments in science show that attainment is below the national and similar schools average for Level 2 and above and well below for Level 3. Although attainment between year groups can vary depending on the ability of the pupils, trends over the past five years have been downward with a slight recovery in 2000. The Year 2000 National Curriculum test results for 11 year olds in English, mathematics and science were well above the national average and the similar schools' average. For the pupils attaining the higher Level 5, the results were well above the national and similar schools' average for English and above average for mathematics. The science results for Level 5 put this group of pupils in the top five per cent of schools nationally. The school has exceeded the national results in the core subjects for the past five years. The school has set challenging targets for the pupils but these have usually been exceeded.
3. These results are generally reflected in the standards seen during the course of the inspection. Seven year olds are attaining average standards in reading and writing, mathematics and science. Eleven year olds are attaining above average standards in English, mathematics and science. Standards in information technology are below expectations at both key stages. Although the current Year 6 pupils are not attaining the very high standards of the previous year's national tests, they are achieving well for a year group that has a higher proportion of pupils identified as having special educational needs.
4. The school has devised effective strategies that are aimed at raising standards. It provides extra support to enhance pupils' learning and to improve attainment by organising additional literacy and numeracy support groups and 'booster' sessions, which also include science. The school has also increased the support given by teaching assistants to work with groups in Key Stage 1 classes.

5. Pupils with special educational needs are achieving well in relation to their previous attainment due to the good quality support they receive both in lessons and in withdrawal groups. The more able pupils at Key Stage 1 are generally making satisfactory progress, but at Key Stage 2 they are attaining well because of the high expectations set by the teachers. There is no difference in the attainment of boys and girls as both groups are achieving well.
6. In English, at Key Stage 1, pupils are attaining satisfactory standards in reading, writing and spelling. This is marked improvement on the standards attained over the past few years and is a result of improved teaching and the impact of the National Literacy Strategy. Standards of handwriting and speaking and listening are good. Pupils are learning a joined script in Year 1 and standards of presentation are good. Pupils listen attentively, talk confidently about books they have read and answer with confidence during lessons. Seven year olds read a range of books with suitable accuracy and the higher attaining pupils read with reasonable fluency. Pupils describe their favourite characters and what they like most about the stories. They are developing a range of techniques to read unfamiliar words, using their knowledge of letter sounds acquired during literacy lessons. Pupils write simple stories and short accounts. They have a good grasp of simple sentence structure and using capital letters and full stops with reasonable accuracy. Handwriting is beginning to be neatly formed and spelling is satisfactory.
7. In mathematics, standards are in line with national expectations. Again this is a significant improvement and results from more focussed teaching and the introduction of the National Numeracy Strategy. The majority of pupils can count forwards and backwards to ten and many are confident with numbers up to 100. They understand the terms more and less, and some pupils confidently add two numbers by holding the greatest and counting on. In mental and oral practice activities many pupils confidently use number bonds to ten and add and subtract three-digit numbers. Seven year olds name correctly three-digit numbers and use their understanding of place value to separate the numbers into hundreds, tens and units. They understand how money is used and can make accurate calculations using 1p, 2p, 5p, 10p and 20p coins. Pupils develop their knowledge of two-dimensional shapes and sort and name them by their attributes; for example rectangle, square and triangle.
8. Seven year olds achieve standards in science in line with national expectations. Most pupils recognize that living things reproduce. They develop a sound understanding of the life cycle of the frog. Higher attaining pupils explain why plants need water to live. Pupils' knowledge and understanding of materials are above average for their age. Most pupils make satisfactory progress in developing skills of enquiry, in understanding aspects of life processes and living things and physical processes.
9. By the age of 11, pupils exceed expectations for reading, speaking and listening, spelling and handwriting. Standards in writing are well above average. Pupils read a wide range of fiction, offer opinions about the book, compare the work of different authors and identify the different language forms in a text and state clearly how this affects the reader. Pupils write for a range of purposes and audiences. They use their understanding of various language forms in their own writing to very good effect, such as the pupils in Year 6 writing persuasive arguments. Pupils listen attentively in lessons, both to their teachers and to the opinions of others. Pupils take a full part in discussions and are learning to use persuasive language when

engaged in a debate. In their writing pupils show a good grasp of grammar, their handwriting and presentation skills are good and their spelling is accurate.

10. In mathematics, 11 year olds attain standards, which exceed national expectations. Pupils show great enthusiasm for mental and oral activities, have a good grasp of calculations and are confident when converting fractions to decimals. Higher attaining pupils recognise the equivalence between fractions, decimals and percentages. Pupils show good understanding of appropriate vocabulary, such as quadrant, perpendicular, parallel, vertical and mirror line. This knowledge allows them to make good progress when introduced to the topics of rotational symmetry and shapes in translation.
11. Pupils achieve above average in all aspects of science by the age of 11. Most develop a good understanding of the process of pollination and germination, identifying such organs as petals, stamen and stigma in various plants. Higher attaining pupils explain the process of 'photosynthesis' in detail. Most pupils describe experiments to separate simple mixtures by filtration and many understand the processes of evaporation and condensation. They investigate sounds and high attaining pupils understand how the pitch or loudness of some vibrating objects can be changed. Most explain a 'fair test', make predictions and achieve well using their knowledge and understanding to carry out investigations and record their findings in a variety of ways.
12. Pupils' attainment in information and communication technology is well below average at the end of both key stages. At Key Stage 1, pupils are using simple word processing to produce pieces of work, such as writing letters to parents inviting them to an assembly, and some are starting to use the computer to support their work in mathematics. At Key Stage 2 a small number of pupils have produced appropriate pieces of word-processed work. Pupils in Year 5 are beginning to use the computers to obtain information about Plymouth in the Middle Ages. A small number of pupils have accessed the Internet, for example when obtaining information for a project on European countries and some are using the computer to support work in science, for example finding information on habitats.
13. In religious education, pupils exceed the expectations of the locally agreed syllabus by the end of both key stages. At Key Stage 1 pupils learn the basic tenets of Christianity whilst also learning that other religions have special places, books and people in the same way as Christianity. They learn about the life of Jesus and know the main feasts in the Christian tradition such as Christmas and Easter. At Key Stage 2 pupils extend their knowledge of Christianity. They study the local church and learn more about Christian tradition and practice. They learn that the Bible is an important text and that other religions also have important texts.
14. Seven and 11 year olds reach expected standards in art and design and geography. In history, standards are in line with expectations at the end of Key Stage 1, but exceed expectations by the end of Key Stage 2. In design and technology and physical education standards are above national expectations for seven and 11 year olds. In history and design and technology standards have improved since the last inspection. There was insufficient evidence to judge attainment in music, although provision for the subject is satisfactory.

Pupils' attitudes, values and personal development

15. Children and pupils enjoy school and their attitudes to learning are very good. Pupil behaviour is very good, with the behaviour of the youngest children and the oldest pupils often excellent. Pupils' personal development is very good. Attendance is good. The quality of relationships is very good, making a significant contribution to the very positive values and pupil attitudes.
16. The children in the Foundation Stage settle in happily and enjoy the very well planned activities. This shows in their very good levels of concentration and interest. This is seen when writing about special people in their families, or in role play about the 'bent and buckled' man, from a Bible story. They listen to their teachers intently, doing their best to follow instructions. Children respond very well in lively question and answer sessions. Behaviour is very good during lessons and at play times. Behaviour is often excellent, for example, when children help friends having difficulty in building complicated junk models, or at play when sharing and using the large toys in the small outside play area. The staff explain, gently and calmly, how the children should behave, for instance, if they occasionally forget their manners. Independence is encouraged very well so that children work happily when not directly supervised, participating with enthusiasm and purpose. Relationships are excellent and contribute to children's positive experiences as they start formal education.
17. Older pupils have very good attitudes to learning, wanting to do well. They work hard in lessons, enjoying the humour found in question and answer sessions. Pupils often respond with thoughtful, imaginative ideas that, for example, enhanced a lesson on independent story writing. They settle to work quickly, often in a productive atmosphere of self-imposed near silence, because they are so engrossed with learning. Pupils work very well independently, as a class, or in groups, being supportive and helping their friends who may be finding work difficult. There is a quiet determination to succeed, as pupils rise to the many challenges set by their teachers. All pupils respond very well to praise, because they know that they have to produce good quality work or make a real effort. A 'visiting author' (a pupil), beamed with pleasure when sitting in the teacher's chair reading his long story. The class listened in silence, following closely and applauding enthusiastically at the end. The staff work hard and successfully to make learning effective and fun. Many examples were seen; the ingenious model to demonstrate erosion in geography; the expert visitors who led a 'Francis Drake Day' with pupils and staff dressed in Tudor costume, handling artefacts, learning many facts and watching demonstrations, such as the firing of a longbow. This inspires and motivates pupils to discover for themselves. By Year 6 pupils are well organised, working with good independence and maturity, with excellent behaviour setting positive examples to all.
18. Pupil behaviour is very good at work and play. Pupils are aware of the rules because they helped to devise them. Staff are consistent in their informal reinforcement of behaviour and have very positive, high expectations. When moving around the school pupils are very sensible, particularly using the only narrow staircase to the upper floor. They are very polite and helpful, holding open doors and remembering their manners. On a rare occasion when class behaviour is not of the usual high standard, the headteacher talks to the whole class after assembly, making his disappointment obvious. Pupils are visibly crestfallen afterwards, well aware that they have let themselves down. At play pupils mix happily together. They keep to designated areas for football, apologising if the ball strays. The introduction of trained pupil mediators has ensured that any minor

disputes are effectively dealt with, so that break times are relaxed and harmonious. Pupils are well aware of others' needs, befriending pupils who appear lonely or taking pupils with minor bumps or grazes for treatment. In the very hot weather during inspection week, many pupils sensibly sat under the trees, enjoying each other's company. No bullying was seen and pupils themselves do not see it as a major concern. There are no exclusions. There has been very good improvement in pupil behaviour and its management since the last report. The school has worked hard to develop behaviour management systems and positively reward good behaviour. There is now an expectation in the school that good behaviour is the accepted way of life.

19. The quality of relationships is very good, contributing very significantly to pupils' very good personal development and the strong sense of community. Staff are relaxed and comfortable with the pupils, providing them with role models that encourage self-esteem, understanding of others and very positive relationships. There is a very high degree of mutual trust and respect. Adults listen to pupils who know that their views are taken seriously and dealt with fairly. Although pupils have little first hand experience of pupils from many different ethnic groups, there is very good social harmony. Pupils with special educational needs or those recently arrived at school are equally valued, with new pupils settling happily and making friends. Pupils' personal development is enhanced by residential visits and opportunities to participate in many extra-curricular activities.
20. Pupils are reliable and accept responsibility. They take duties like assembly, stair and playground monitors seriously. They treat assembly artefacts respectfully. Playground mediators have a daily rota, and are known and available if needed. Regular school council meetings are minuted, with pupils raising issues such as being hit by balls, or suggesting ideas like a pupil chosen 'Activity Day'. Older pupils use initiative well, for example, leading a group of children to another class, reminding them to 'walk quietly through the hall', organising games at break, or learning new skills during residential activity weeks.
21. Attendance is good and the majority of pupils arrive on time. School time holidays are increasing, preventing attendance from being very good. For a small minority of parents employed by the Royal Navy, holidays are unavoidable, but other parents take holidays in term time regardless of the effect this has on their children's education. Registers are marked for each session but do not fully meet requirements due to some pencil entries, absence totals not always completed and confusion about marking codes for off-site activities.

HOW WELL ARE PUPILS TAUGHT?

22. Throughout the school the quality of teaching is good. No unsatisfactory teaching was observed and many examples of very good teaching were seen with one lesson in Year 6 being excellent. Of all the lessons observed 21 per cent were satisfactory, 48 per cent were good, 29 per cent were very good and two per cent were excellent. This is a major improvement in the quality of teaching and learning since the last inspection when 30 per cent of lessons were unsatisfactory. The high quality of teaching is a major contributory factor to the high standards attained by the time the pupils leave the school at the age of 11.
23. At the Foundation Stage 60 per cent of the lessons observed were good and 27 per cent were very good. This is a very significant improvement since the last

inspection when, in half of the lessons seen, the children made unsatisfactory progress. One of the main contributory factors to the high quality teaching and learning is the close team working of the two teachers, who have a very good knowledge of the curriculum required for this age group and successfully plan many good quality learning opportunities for the children in their care. Children benefit from the very good support provided by teaching assistants and parent helpers, all of whom relate very well to the pupils. There were many examples of very good quality interactions by the teaching assistant, which encouraged the children to talk about their work and helped develop their understanding of the task being completed. For example, when the children were identifying and explaining why certain clothes were more appropriate for hot or cold weather. In the best lessons the teachers plan very interesting activities for the children to undertake, clearly explain what is expected of the children and use very good questioning techniques to encourage the children to talk and draw out their understanding. The very clearly established routines ensure that the children feel secure and are developing the ability to work well independently. All these factors were evident in a very successful language development lesson where the children's ability to understand a basic story structure and sequence the main events was carefully drawn out by a very well organised series of activities with a strong emphasis on teaching basic skills.

24. At Key Stage 1 all the teaching is at least satisfactory and 64 per cent of the lessons observed were good. Again this is a significant improvement on the last inspection when approximately one in four lessons were considered to be unsatisfactory. The good quality of teaching at this key stage has resulted in a marked improvement in the percentages of pupils who have attained the required Level 2 or above in this year's statutory assessment tests for seven year olds. Teachers have good subject knowledge, plan their lessons well and teach basic skills effectively. This ensures that the pupils acquire knowledge and develop an understanding of subjects well. The majority of activities match the learning needs of the pupils well, but, occasionally, those set for the higher ability pupils could provide a greater challenge and raise standards further. Where the teaching is good the pupils are set challenging activities and the objective of the lesson is clearly explained. This ensures that the pupils' learning is good and they work at a good pace maintaining interest and concentration. The final part of the more effective lessons are used well to share the progress made in learning and put right any misconceptions that may have occurred. These elements were evident in a good Year 2 science lesson when pupils were asked to group living things according to various criteria. In this lesson a good, brisk introduction reviewing current knowledge, very effective use of resources and regular interactions between the teacher and the pupils, resulted in good gains in understanding of the main characteristics of living things. Many of these qualities were also evident in a Year 1 literacy lesson where pupils shared a book on 'Monsters' and then wrote their own descriptive phrases of imaginary monsters. Here the pupils were very interested in the task set, stimulated by the introduction and many wrote several suitably constructed descriptive sentences.
25. The teaching at Key Stage 2 is often of very high quality and is the main contributory factor to the high standards achieved by 11 year olds. All the lessons were at least satisfactory, 33 per cent were good, 45 per cent were very good and one lesson seen was of the highest possible quality. Teachers plan their lessons well, they have good subject knowledge and develop the pupils' understanding of basic skills, particularly in literacy and numeracy, well. This results in the pupils

making good gains in their knowledge, skills and understanding. The teachers' expectations of what the pupils can achieve is very high, particularly in Year 6 where the pupils are challenged very effectively by the tasks set and they apply considerable intellectual effort in meeting these challenges. A key factor in the development of pupils' learning at this key stage is the very good pace of working that is expected of them, ensuring that they remain on task, keep their concentration and are able to work independently. The very good lessons were characterised by very high expectations of the teachers who set very good challenges. Lessons had very clear objectives that were shared with the pupils. Work was very well matched to pupils' current level of understanding and very good questioning and support were given to constantly assess the quality of learning that was taking place. This was evident in a very good Year 6 lesson when the pupils had to develop a reasoned argument for Brunel not to build a railway through the locality during the Victorian period. The lesson developed very well using the pupils' own experiences. It continued to help them understand and put into practice very high order reasoning and mediation skills and also to be aware of body language during discussions. This learning was put into practice very effectively when pupils took part in a real life debate with 'Brunel' when he visited the school the following day. The excellent lesson, a Year 6 geography session on the physical features of rivers, saw the teacher use the pupils' current knowledge and understanding very well at the start to ensure that subsequent learning, although very demanding, was based on their own experiences. Resources were very well prepared and used to great effect. Excellent questioning was used to draw out understanding and develop a wide range of appropriate vocabulary. The lesson objectives were reviewed very well at the end of the session and the pupils' had made excellent gains in their understanding.

26. Throughout the school, teachers manage pupils' behaviour very effectively, ensuring that they remain on task and work quietly. Resources are used well and additional adults are used effectively. Teachers are supported well by high quality teaching assistants. Additional adults, parents and community members, are also used well to support learning. At both key stages teachers provide good support for pupils identified as having special educational needs. These pupils also receive good support when withdrawn on an individual basis or in small groups. The school is developing assessment well. Teachers are beginning to use assessment information well when setting targets for individual pupils, including individual education plans for pupils with special educational needs. Pupils' work is marked and some very good examples of developmental comments are made but this is not consistent through the school. Homework is used effectively throughout the school to support learning and some very good examples of homework files were seen.

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

27. The curriculum for the Foundation Stage is very good. It provides a wealth of stimulating and structured opportunities in all the areas of learning. This is a significant improvement since the last inspection, when there was no clear curriculum plan for under-fives. Planning is now exemplary and is firmly based on the Early Learning Goals recommended nationally for children of this age. Both reception teachers work very closely together and the team teaching of the curriculum is very effective, ensuring equal opportunity. The curriculum is very effectively adapted to meet the needs of all children, including those with special educational needs. It links very smoothly with the Key Stage 1 National Curriculum,

another improvement since the previous inspection. It successfully promotes learning through purposeful play and first-hand experiences. Very good opportunities are given for children to develop their skills and knowledge through a well-planned balance of adult directed and self-chosen activities.

28. The curriculum for both Key Stage 1 and Key Stage 2 is good, overall. It meets the statutory requirements of the National Curriculum, except in information and communication technology. The school's development of information and communication technology has been effected by being in the last group to receive additional government funding, therefore, the computer suite has only just been opened. However, the school has already made more than adequate plans to address this need. The school has responded effectively to the national strategies for the teaching of literacy and numeracy. It provides good opportunities for pupils to use their literacy skills across other subjects of the curriculum, for example, in history and geography. However, using and applying numeracy skills is somewhat underdeveloped, although some good practice was seen in measuring in design and technology and the use of graphs in science.
29. Overall, the provision for pupils with special educational needs is good. Support, in class or in individual or small group withdrawal sessions, is good. Pupils access the curriculum fully and work at the level specified in their individual education plans. Equality of opportunity is provided for at all stages of the pupils' education. The school makes particularly good provision for the inclusion of all pupils with special educational needs, for example the full inclusion in physical education activities of pupils with additional physical needs.
30. The curriculum is broad and balanced and clearly reflects the school's aims. Statutory requirements are met to teach the locally agreed syllabus for religious education. The curriculum provides pupils with a good education that promotes their intellectual, physical and personal development and prepares them well for the next stage of education.
31. The last inspection report highlighted the need to provide schemes of work in all subjects that clearly identify progression, to develop short-term planning and to simplify overall curriculum planning. The school has made very good progress in addressing these concerns. Schemes of work are in place for all subjects. Overall the quality of curriculum planning is good.
32. The schemes of work provide effective guidelines for staff in planning for teaching pupils what they need to learn. The school has developed a format for teachers' planning to ensure consistency and this is working well. Detailed long-term plans are in place, which effectively reflect the schemes of work. Long and medium-term plans appropriately relate to the requirements of the curriculum the school offers and are carefully translated into detailed weekly and daily plans, with clear, specific learning objectives. Long-term planning includes topic plans in a two-year cycle. Teachers jointly plan together well in parallel classes for medium-term and short-term planning.
33. There is excellent community involvement and the school is regarded highly in the village. Many community members participate regularly in daily activities, some having helped for many years. Others help when they can, in classes, with extra-curricular activities or preparing resources. Their involvement is much appreciated. There are close links with the independent on site nursery attended by many

children before starting school. Pupils preparing for secondary school take part in transfer programmes having close links with Southway Community College, which also hosts events such as the music festival. The school is a member of the Southway Academic Council cluster group. Links with the church are strong. Pupils attend and participate in celebrations such as Harvest Festival and Christingle services. Much local and national charity fundraising takes place throughout the year, which helps develop pupils' social awareness and sense of responsibility. Every year the school prepares a float for the village carnival and the school has a fundraising 'tin and packet' stall. The school has considerable success in raising funds for improvements both locally and nationally. Pupils have access to many extra-curricular activities including sports, music, drama and the arts. Pupils in Year 5 and 6 benefit from residential visits to Beaford arts centre and Dartmoor, although this year's trip is cancelled due to movement restrictions. Throughout the year pupils make many visits and visitors are welcomed to the school, to enhance subjects, such as the fascinating historical 'Francis Drake Day' for pupils in Years 3 and 4. Currently pupils are involved in the 'Arts Trail project' with tree dressing in the village, and pupils' work is prominently displayed in windows. The strong community involvement makes a very significant contribution to pupils' learning.

34. The school has very constructive relationships with its partner secondary schools. Relevant staff liaise effectively before pupils transfer to local secondary schools and transition arrangements are smooth, overall. Pupils' records are transferred to the relevant secondary schools on pupils' entry to them. Curricular links are developing with its main feeder school, for example, in music, information and communication technology and special educational needs. Very close links are maintained with local pre-school providers who meet regularly with the Foundation Stage staff.
35. A very good range of extra-curricular activities, mainly for Key Stage 2 pupils, include sports, music, art and craft, technology, calligraphy, stamp-collecting, board games and chess. These activities enrich the curriculum. A good number of pupils support these activities and members of staff are involved in their organisation. The curriculum is enhanced by the good use made of a wide range of school visits, for example, to a Victorian school room and a trip on the River Tamar, and by visitors to school, such as 'Sir Francis Drake', performing musicians and theatre groups. Year 6 pupils experience a residential visit in Dartmoor and Year 5, at the Beaford Centre, which make a valuable contribution to their personal and social development. There are strong links with outside agencies, for example, speech therapists, the behaviour support team and the police.
36. Overall, sound provision is made for personal, social and health education. The school has recently appointed a co-ordinator for this aspect of learning, which is currently at an early stage of development. Sex education is taught through the science curriculum and through the use of appropriate videos, involves parents and is supported by the school nurse. Awareness of drugs misuse is well addressed through the science curriculum and the involvement of the 'Life Education Centre', a mobile classroom providing anti-drugs education for reception age children to Year 6 pupils.
37. The overall provision for the pupils' spiritual, moral, social and cultural development is very good. There are strengths in the excellent provision for pupils' social development and the very good provision for pupils' moral development. As a result pupils have a clear understanding of the difference between right and wrong and most demonstrate this in their daily activities.

38. The provision for pupils' social development is excellent and all pupils are very well supported. Children in the foundation stage are taught the importance of taking turns and of sharing equipment. Teachers demonstrate clearly respect for pupils, including those with special educational needs, and take every opportunity to promote a positive self-image. Pupils are encouraged to respect each other, to form constructive relationships and to work together collaboratively. The school expects pupils to look after their own property and respect others' property. Pupils raise considerable amounts of money for a range of charities including Dr Barnados, Comic Relief and the Love Russia Appeal. This teaches pupils about their responsibility to both the local and the wider community. All classes have a range of monitors with jobs such as distributing and collecting books and other tasks. Pupils are involved in the school council and a select few are involved in an innovative Mediation group with a brief to compromise and settle differences between individual pupils. Pupils' social confidence is further developed by welcoming visiting speakers to the school and by the annual residential visits in Years 5 and 6 to Dartmoor and the Beaford Centre. The impact of the provision on the pupils is obvious - the older pupils are a delight! They are charming, polite, socially adept and a credit to their parents and the school.
39. The school places a high priority on teaching moral values. The effective approach to fostering good behaviour ensures that teaching and non-teaching staff and parents have a consistent attitude and high expectations. Many activities and stories teach children in the Foundation Stage to show respect for others and to know the difference between acceptable and unacceptable behaviour. The adults in the school present very good models of behaviour and pupils learn by adult example that it is important to value and respect people and the environment. There is a caring ethos based upon mutual respect and concern for one another.
40. The provision for pupils' spiritual development is good overall. Collective worship meets statutory requirements and makes a positive contribution to pupils' spiritual development. The daily assemblies are thoughtfully prepared and delivered. Pupils are given opportunities to consider the purpose and value of prayer and gain knowledge and insight into the values and beliefs of other world religions. This knowledge of other religions is built upon effectively through religious education lessons. Good opportunities are provided for children in the Foundation Stage to reflect on feelings and values in story times.
41. The school is successful in promoting pupils' appreciation of their own cultural traditions through its planned provision in curricular areas such as history, art and geography. Cultural awareness is promoted for Foundation Stage children through a wide variety of creative experiences and through story. Art displays include good examples of pupils' work in the style of different artists. During the inspection a 'live' visit by Sir Francis Drake and I K Brunel created great interest in local historical figures. Pupils' multicultural understanding is promoted through learning about festivals such as Eid, Diwali, Easter and Christmas in religious education. However displays do not celebrate the wide diversity of cultures within Britain and the wider world sufficiently or emphasise the contribution they have made to art and literature.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school's procedures for monitoring and assessing pupils' academic progress are good overall and have improved significantly since the last inspection when the

quality and use of assessment was a key issue. The school now carefully tracks pupils' progress in English, mathematics and science through the results of Standard Assessment Tests (SATs) and a variety of optional tests used with all age groups. The information gathered from all tests is carefully analysed, collated and used well to provide an overall picture of achievement by individuals and different groups of pupils. As a result, individual and group learning targets are set and the progress made by pupils as they move through the school is recorded. Teachers maintain a wide range of information about pupils' attainment in their record books and consequently have a clear picture of individual achievement, which they use to plan future work.

43. The personal care and support that pupils receive from adults in the school are very good, significantly benefiting their personal development. Procedures for assessment and monitoring of academic progress are good. The use of assessment to plan pupils' learning is very good. The provision made for pupils with Statements of Special Educational Need is good. The informal monitoring of behaviour and personal development is very good. The monitoring of attendance is satisfactory. The arrangements for health and safety are satisfactory, although some aspects, mainly related to accommodation, require attention.
44. The staff are caring and supportive, always putting pupils' needs first. The very good relationships enable staff to understand pupils' problems and needs. This ensures that good quality support is well planned and focused so that all pupils, including new arrivals and pupils with special educational needs, are able to make good progress in learning.
45. The monitoring of behaviour and ways of preventing bullying are very good. There are no formal recording systems for monitoring pupil behaviour. Nonetheless, the practical, informal and consistent methods are highly effective in managing pupil behaviour, aided by the exemplary quality of relationships. Pupils know they are expected to behave well. Staff use every opportunity to ensure that high standards are maintained, whilst clearly reinforcing the message that anti-social behaviour including bullying, is not tolerated. Many practical measures are well established, for example; trained pupil mediators to help resolve minor arguments; positive use of praise and reward; celebration assemblies; sharing of good work. When classes or pupils do misbehave, the headteacher makes his displeasure very clear, reminding pupils that he expects rapid improvement. This is often enough because they do not want to face further reprimands. There is a very recent draft behaviour policy, but it is unsatisfactory because it does not reflect the very positive, practical behaviour management used in the school, nor is there sufficient emphasis on reward or guidance on how to combat racism should it occur.
46. The monitoring of pupils' personal development is good. The staff know their pupils and families very well and use this information to celebrate pupils' strengths and help them overcome any weaknesses. Building of pupil self-esteem and confidence has a high priority and all pupils are valued as individuals. The organisation of a formal programme to help pupils' personal development and understanding of citizenship is at an early stage. Some elements of the programme are already in place, such as sex education for Year 6 and 'circle time' discussion groups in Year 1 and 2. Others, like healthy living and understanding our multicultural society are being carefully planned. Teachers provide helpful summaries of pupils' personal development in pupil reports.

47. The monitoring of attendance is satisfactory. The education welfare officer regularly checks attendance in registers, providing support when necessary. Newsletters provide occasional reminders about not taking term time holidays and pupil punctuality.
48. Arrangements for child protection are good.
49. Health and safety procedures are satisfactory, overall. Pupils are well supervised at lunch and breaktimes. Risk assessment covers most areas of the school. However, the school needs to ensure that all required checks and equipment tests are carried out in line with school policy. The headteacher was informed of a number of issues, mostly related to the accommodation, noted during inspection. There is a very recently completed, detailed local authority school condition survey, identifying priority recommendations.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. There is a very good partnership between school and parents, respecting and valuing the different contribution that each makes in educating children. Parents are always warmly welcomed to school whatever the reason. A great many parents regularly help in classes, listen to readers, or do administrative jobs like photo-copying. Others help supervise groups on trips.
51. There is a very well established parent teacher association. Parents and staff work closely and very effectively together, raising considerable funds. The association is currently saving for a computer projector. Events are organised throughout the year, including a Summer Fair, discos for children and for adults and quiz nights and are very well attended. The group has started its own newsletter to keep parents informed and this is improving links with the community. The quality and extent of help from parents have a very positive impact on children's learning by supporting their children with homework and assisting teachers in the classroom.
52. The quality of information provided to parents is good. Parents receive friendly newsletters informing them about the work and life of the school. Statutory requirements for the provision of information are not being fully met. The prospectus is helpful but does not contain a summary of the special educational needs policy. The governors' annual report has additional items missing, for example, the financial summary is brief with no information about governor expenses, nor are parents told about SATs or the Key Stage 2 school targets. Parents get a termly written report on their child's progress and this is good practice. The annual progress report is issued at the end of the spring term and in other terms a brief summary of progress in numeracy, literacy and attitudes is provided. Annual pupil reports are satisfactory overall, but in the sample seen, some did not report on information and communication technology. Most reports set targets in numeracy and literacy but there is some inconsistency; some comments are too general to indicate how pupils can improve. Parents of children with special educational needs are kept fully aware of the progress they make.
53. Parents provide very good support to help their children learn. Meetings on curriculum or school topics are very well attended, as are the regular meetings to discuss pupil progress, using an appointment system. Parents can visit on the annual open afternoon to see their children working. The provision of homework is good. There is a very clear policy setting out homework expectations for each year

and it is mentioned in the prospectus. Parents receive letters explaining in detail the homework their child will receive. The youngest children take reading books home and work on their basic literacy and numeracy skills. By Year 6 pupils have good quality homework folders, with evidence of work in different areas including very good extended writing on biographies, and a magazine project using computer skills. The work set is regularly marked and recorded on an attached sheet. Staff and parents can make comments. Weekly homework worksheets are also provided for pupils with special educational needs.

54. Parents have very positive views of the school and feel that it is continuing to improve. They are pleased about the progress that their children make, their behaviour and the values and attitudes that are promoted. They are pleased with the different activities available for their children. Some parents were concerned about the consistency of homework provision but this concern was not borne out by inspection evidence. Others were concerned about the large class sizes and because some classrooms, particularly on the top floor are small, there is some justification for their concern as the lack of space has a limiting effect on the curriculum offered.
55. Since the last report the school has continued to flourish. It has made good improvement in areas such as homework and reporting to parents in the Foundation Stage, previously a concern.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The school is lead and managed very well. This is an improvement upon the many good points noted at the time of the last inspection. The headteacher provides very good leadership. He has a clear educational vision and is leading the school forward with the support of a extremely able deputy headteacher. The school aims are very clear and guide the work of the school appropriately. The headteacher, senior management team and governors have a very clear view of the strengths and weaknesses of the school. Performance is evaluated effectively and high quality strategies are in place to address the areas for improvement. The senior management team checks on the quality of teaching and learning effectively and this monitoring role is to be extended to involve the other subject mangers during the next school year.
57. Subject managers fulfil their roles very well in most subjects and are playing an important role in helping to raise standards. They are clearly committed to improvement and this commitment coupled with the good leadership and management is responsible for the very good ethos of the school. Every level of management demonstrates a clear desire to achieve high standards and improve further. However, the role of the coordinator for information technology is in an early stage of development as a result of the many recent changes and it is important that the quality of this leadership is improved through suitable professional development.
58. The governing body is knowledgeable and effective in its role. Governors take a very strong part in shaping the educational direction of the school and in holding the school to account. The governors generally meet statutory requirements, although the new behaviour policy is still in draft form awaiting final approval and not all information requirements are met. Budgets are planned well and based securely upon the identified priorities in the school development plan. Expenditure is

monitored very carefully with support from the local authority and suitable procedures are in place to ensure that specific grants are spent for the correct purpose. The governors are well aware of the need to obtain best value and take this very seriously. For example over the last few years the governors have sought to provide maintenance from private contractors rather than the local authority. The quality of this support has been closely monitored and evaluated to ensure that the school is obtaining the best service for the lowest possible price. The school development plan (SDP) was an area for development in the last inspection. This issue has been addressed very well although the success criteria in some parts of the plan could be more closely focussed upon the impact on standards of attainment. Nevertheless the SDP is a very good tool for bringing about school improvement.

59. The school has sufficient appropriately qualified and experienced staff to teach the National Curriculum and they are deployed effectively. Professional development is based upon the needs of the school and of the teachers as identified through appropriate appraisal and performance management procedures. This is reflected in the recent award to the school of Investor in People (IIP) status. Staff, new to the school, are given suitable informal support to enable them to settle in quickly although this has yet to be set out in a formal procedure approved by the governors. Teaching assistants provide good quality support in most lessons. The administrative staff provide good support for the teachers and governors and day-to-day administration is smooth and efficient. The last audit report was very positive and all of the minor issues identified have been addressed.
60. Overall the quality of accommodation is satisfactory. Pupil numbers have risen significantly in the last year or two, with many new families moving into the area. The school roll is continuing to rise. This means that some classes are large for the size of classrooms, but the numbers have not yet increased sufficiently to provide extra staff. It is difficult for pupils to move around their class and this is compounded by the fact that some junior pupils are using furniture intended for younger pupils. Currently, the situation is most difficult on the upper floor where classrooms are smaller and hotter with less space. The increase in pupils also puts pressure on the one narrow staircase to the top floor, at busy times it is very congested and inadequate for the numbers using it. The lack of another staircase to the top floor hinders ease and speed of movement around the school. There is a good area provided for the two Foundation Stage classes and they have room for different activities such as role play, and a small outdoor play area well equipped with large toys. The school is very proud of its new computer suite, but ventilation is currently inadequate. The school library is very small and this limits the number of pupils who can access this facility at one time. The school does not have a medical room and there is very limited disabled access. Outdoor areas are large giving pupils good quality facilities; separate hard play areas, a field for sports such as athletics and other games and an adventure trail for younger pupils. The old swimming pool is due to be removed and this will provide extra space for the school to use. A recent school condition survey has been completed by the local authority. It makes a number of necessary recommendations relating to the accommodation. The school should consider these with the local education authority, as an urgent priority to improve the working conditions of staff and pupils.
61. Resources are used suitably to support teaching and the new technology is beginning to be used appropriately to support teaching and learning. For example, many teachers now make good use of word processors to produce lesson plans

and label displays. Photographic evidence is used well to keep records of pupils' work in subjects such as design and technology and art and curriculum plans and schemes of work are produced using computers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. Raise attainment in information and communication technology by:

- Ensuring that all elements of the National Curriculum are met.
- Providing suitable professional development for the co-ordinator and staff.
- Improving the accommodation to meet health and safety requirements.
- Ensuring that standards, progress and developments are rigorously monitored.

(paragraphs 28, 57, 126, 127, 130, 131)

In addition the headteacher, governors and staff should consider the following:

- a) Ensuring that the success criteria in the SDP are more specific in terms of pupil attainment. (paragraph 58)
- b) Ensuring that all tests and equipment checks are carried out as stated in school policy. (paragraph 49)
- c) Working with the local education authority to put in place the prioritised recommendations identified in the very recent school condition survey. (paragraph 49)
- d) The need to meet statutory requirements in reporting to parents. (paragraph 52)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	29	48	21	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	286
Number of full-time pupils known to be eligible for free school meals	n/a	35

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	5
Number of pupils on the school's special educational needs register	n/a	67

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	48

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	14	14	13
	Total	25	26	24
Percentage of pupils At NC level 2 or above	School	81 (66)	84 (81)	77 (78)
	National	82 (83)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	14	13	14
	Total	25	24	27
Percentage of pupils At NC level 2 or above	School	81 (76)	77 (88)	87 (88)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	21	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	16
	Girls	20	19	20
	Total	35	33	36
Percentage of pupils At NC level 4 or above	School	95 (90)	89 (80)	97 (90)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	13
	Girls	16	15	15
	Total	26	27	28
Percentage of pupils At NC level 4 or above	School	70 (77)	73 (60)	76 (83)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	250
Any other minority ethnic group	0

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)	11.3
Number of pupils per qualified teacher	25.7 : 1
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	131

Financial information

Financial year	2000/01
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	£
Total income	527,021
Total expenditure	507,964
Expenditure per pupil	1,783
Balance brought forward from previous year	-13,925
Balance carried forward to next year	5,132

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	47	1	2	0
My child is making good progress in school.	49	46	5	2	0
Behaviour in the school is good.	47	48	4	0	3
My child gets the right amount of work to do at home.	43	49	10	0	0
The teaching is good.	63	36	1	1	1
I am kept well informed about how my child is getting on.	52	46	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	32	1	1	0
The school expects my child to work hard and achieve his or her best.	72	29	0	1	0
The school works closely with parents.	49	45	7	1	0
The school is well led and managed.	65	26	8	1	2
The school is helping my child become mature and responsible.	58	41	1	1	1
The school provides an interesting range of activities outside lessons.	28	53	10	3	8

Other issues raised by parents

Parents expressed concerns about the large class sizes in some Key Stage 2 classes. They were particularly concerned about the lack of working space in these rooms.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. There have been very good improvements in provision for children in the Foundation Stage since the last inspection, when many aspects were found to be unsatisfactory. It is now a strength of the school and children receive a very good start to their education.
64. On entry into school, children's attainment is very wide ranging but broadly average, in all areas of learning. This is confirmed by the initial assessments conducted with these young children. By the end of the Foundation Stage, most children achieve well and exceed the Early Learning Goals, particularly in the important areas of learning of communication, language and literacy, mathematical development and personal, social and emotional development. This is due to the very good provision and overall good teaching in the Foundation Stage.

Personal, social and emotional development

65. Most children exceed the expected Early Learning Goals in this area of learning by the end of the Foundation Stage. They achieve well, reflecting very good teaching in this aspect. The staff provide very good role models, treating each other and the children with courtesy and respect. This leads to excellent relationships between children and staff which contribute very effectively to the development of positive attitudes to learning and very good response to well established routines.
66. Well organised 'snack times' provide particularly good opportunities for social development, encouraging both co-operation and independence. Staff encourage children to take responsibility, for example, by being register monitors and by clearing away equipment. Adults promote children's personal development and independence very well by ensuring that resources and apparatus are easily accessible to them. Children behave very well and most are aware of what is acceptable behaviour in the classroom and playground, and of what is right and wrong.
67. Children work together well and most are aware of their own needs and the needs of others. For example, through listening to a well-chosen story about a little turtle travelling towards the sea, they understand how others feel. Teachers value children's contributions to lessons and encourage them to reflect on, and talk about their own feelings, enhancing speaking and listening skills, as well as spiritual development.

Language and literacy

68. Provision for children's language development is very good, overall. This area of learning is particularly well taught, with a high proportion of very good teaching observed. Most children achieve well and exceed the Early Learning Goals by the end of the Foundation Stage, benefiting from skilful 'team teaching' by the two reception teachers. Some children are very good at negotiating with others, for example, in the 'Ice-cream Shop', a group debated how they would take turns at buying or selling the 'ice-creams'. Staff naturally model good spoken language so that support for language development permeates the life and work of both classes.

69. Children enjoy stories and listen to them with increasing attention and recall. Some elements of the National Literacy Strategy are taught effectively. Most children follow the book 'Summer at the Seaside', 'reading' aloud, with the teacher, knowing that print carries meaning. Many understand the way stories are structured and they handle books carefully. Very good use is made of language games to teach sounds that letters make.
70. Some 'make marks' and understand that these carry meaning. Most use pencils to form letters correctly and practise writing their names in their books. A number of higher attainers write 'news' and stories independently, using their phonic skills with growing ability.

Mathematical development

71. Teaching of the basic skills is clear and accurate. Children achieve well, exceeding the Early Learning Goals by the end of the Foundation Stage. Teachers' expectations of children are high and they present suitably challenging activities, enabling good progress to be made. Elements of the National Numeracy Strategy are very effectively used, with a good balance of teacher-directed and self-chosen mathematical activities and games. Most children recognise numerals one to nine, many well beyond this. Higher attainers count in twos with confidence, using the terms 'more' and 'less' with understanding. Teachers' ongoing assessments are used well to guide planning of new work. For example, when some children were unsure about estimating and counting higher numbers the teacher checked their progress, identified their difficulties and very effectively adapted her planning for the next day, to meet their specific needs.
72. Children enjoy creating simple patterns by threading beads and using shapes in constructional activities. They become aware of 'time' through practical activities, well supported by adults. For example, working with one-minute timers, they count how many times they can jump in one minute. Through the very effective use of shapes, structured apparatus and sand trays, they develop good understanding of shape, space and measures.

Knowledge and understanding of the world

73. Most children achieve well in this area of learning, reflecting the good quality of teaching. Planning is very effective, with specific details of what children should learn. Teachers share these aims with the children and give clear instructions and explanations so that the children know exactly what is expected of them. Staff also build, in a structured way, on what children already know and can do, enabling them to make good progress. They provide a good range of well-prepared, interesting and purposeful play activities, to encourage the children to learn about the world in which they live. Teachers foster children's curiosity and interest by the good use of a range of interesting resources. For example, using their sense of touch, children learn about materials. They are enthusiastic about identifying clothes in a bag by feeling the materials, then sorting them into those suitable for wearing on hot or cold days.
74. Children talk happily about their visits to places such as the seaside, with a developing awareness of direction, distance and time. They select from a range of recyclable materials to make boats, developing basic cutting and joining skills. They

use constructional apparatus to build 'towers' safely, with growing skill. Teachers' effective intervention, for example, in the wet sand area, used as an 'Ice-cream Shop', also stimulates language development and children's ability to share apparatus and take turns. There are good opportunities to use computers. Most children are quickly developing basic information technology skills. Some can already control the mouse, recognise many letters on the keyboard and use computers with increasing confidence and independence.

Physical development

75. By the end of the Foundation Stage, most children achieve well and exceed the expected outcomes for their age. Teaching in this area is good. Very effective opportunities are provided to teach skills such as cutting, threading and handling small tools.
76. In physical education lessons, children are developing a good awareness of space and of others. They move confidently, safely and imaginatively around the hall, with increasing coordination and control. Teachers encourage the understanding of positional language, for example, 'along', 'across', 'over', 'under'. They encourage children to develop both independence and collaboration by organising them into groups to set out apparatus in the hall. The outdoor secure play area provides a very good resource to encourage the development of children's large bodily skills. They can run, jump, scramble, balance and climb, using a good range of equipment. Health and safety issues are being addressed regarding the storage and setting up of pieces of outdoor equipment.

Creative development

77. This is another area of learning where children exceed the expectations of the Early Learning Goals. Teaching in this area is good. Teachers plan and provide a wide range of stimulating activities to promote children's creative development. Children explore colour, texture and shape when painting pictures of long wavy grass, to illustrate a story. Many develop skill and confidence in exploring their ideas. When listening to Saint-Saens 'Carnival of the Animals' they begin to recognise 'fast' and 'slow' sounds. Teachers' very good questioning skills foster children's language development, encouraging them to listen carefully and talk about the 'animal' sounds in the music. They use a variety of untuned instruments to make sounds like animals moving.
78. The lively use of the 'Railway Station' provides very good opportunities for children to develop imaginative role play as well as develop writing and counting skills. There is an area where they can make tickets and buy them for using on the train. Staff regularly check on children's progress in creative development and use their observations effectively to plan for the next steps in learning. Teaching is less effective when opportunities are missed to support children's personal development in the role-play area, because of a lack of support staff.

ENGLISH

79. The last inspection report stated that standards in English were average in comparison with that expected nationally and that progress was insufficient. Since then standards in the school have improved considerably and are above average by the end of Key Stage 2 and particularly high standards are attained in writing.

Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2.

80. In last year's National Curriculum tests and tasks for seven year olds the pupils' attainment was below the national average in reading and writing for the percentage of pupils who attained the expected Level 2 or above and when compared to similar schools. The percentage of pupils attaining the higher Level 3 was in line with the national average for reading and above average for similar schools. However, the results for writing were below the national average but in line with the similar schools' average. Teacher assessments closely matched these results. In reading there had been a downward trend between 1996 and 1999, but some improvement took place in 2000. In writing there was also an improvement in the 2000 results. This year's results, although yet to be placed in a national or similar schools' context, show improvement with the percentage of pupils attaining Level 2 or above being increased by nine per cent for reading and 11 per cent for writing. Evidence gained during the inspection, through classroom observation and scrutiny of pupils' work, show that pupils are attaining satisfactory standards in reading, writing and spelling and good standards in speaking and listening. Standards of handwriting and presentation are good with pupils learning a joined script in Year 1.
81. Pupils are making good progress in speaking and listening skills. They listen attentively in lessons, both to the instructions given by their teachers and the answers or opinions given by other pupils. This ensures that the pupils settle to their tasks quickly as they fully understand what is expected of them and how they are to achieve it. Pupils are confident to offer answers and a group of Year 2 pupils showed very good levels of confidence and speaking skills when they gave verbal book reviews at the end of a lesson.
82. Seven year olds read a range of books with suitable accuracy and the more able are developing a reasonable fluency. They are developing a range of techniques to read unfamiliar words, using their knowledge of letter sounds acquired during literacy lessons and occasionally the context of the story they are reading. Pupils retell stories, describing their favourite characters and what they like most about the stories. The more able pupils are learning to make accurate predictions about what might happen next in a story and offer simple comparisons to other stories they have read. Pupils are learning about non-fiction material and Year 2 pupils can understand and use the terms 'title', 'illustrator', 'author', 'headings', 'contents page', 'diagrams' and 'labels'.
83. In writing, pupils write simple stories and short accounts. They are developing a good grasp of simple sentence structure and using capital letters and full stops with reasonable accuracy. Year 1 pupils write several sentences describing imaginary monsters, using a good variety of adjectives and with the sentence structure being reasonably accurate. Year 2 pupils write simple diaries with well-organised sentences and identify the correct suffix to add to a given set of words and use these in a suitable sentence. Handwriting is beginning to be neatly formed and spelling is satisfactory.
84. By the age of 11, the pupils are exceeding expectations for speaking and listening, reading, spelling and handwriting. Standards in writing are well above average. In speaking and listening, pupils are making good progress. They listen with great care to the views of others in class discussions and respond in a mature manner, whether they agree or disagree with earlier statements. Pupils in Year 5 performed

a poem in groups to the class, with each group speaking with confidence and good variation in tone and inflection to convey the meaning. In Year 6 pupils were demonstrating these skills to a very high level during a discussion about language use in persuasive arguments. Pupils listened very attentively to each other's experiences of reasoned arguments and discussed appropriate and inappropriate use of language and language structures before role playing the situation in a simulated discussion between Brunel and a local protestor about the building of a railway.

85. By the end of the key stage, pupils are able to read a wide range of fiction and non-fiction. Pupils are able to offer opinions about their books and compare the work of different authors. When studying texts during literacy lessons, pupils show a good awareness of the structure and organisation of texts. They identify the different language forms in a text and state how this effects the reader. In Year 3, pupils show a good understanding of the use of speech marks and dialogue when examining the work of Dick King-Smith. Year 4 pupils showed good knowledge when recording significant ideas and making deductions from an account of events surrounding the Spanish Armada. By the end of the key stage, Year 6 pupils attain good standards when interpreting the structure and organisation of an article about animals being kept in zoos.
86. Pupils write for a range of purposes and audiences. There are many examples of very good quality writing displayed around the school. As pupils progress through the key stage they develop their knowledge of different writing styles and their understanding of ways of structuring various forms of both narrative and non-narrative writing very well. They use this knowledge and understanding very well when putting these skills into practise when writing for various purposes. Pupils are able to use their understanding of various language forms in their own writing to good effect. This was very evident in all year groups at this key stage. Year 3 pupils achieved good standards when writing in the style of Dick King-Smith and when Year 4 pupils wrote letters from Elizabeth I or Phillip II explaining their reasons for the conflict between the two countries. Pupils in Year 6 also demonstrated similar high standards in writing persuasive arguments when their work contained very good structure and organisation and their language use was very effective. In their writing, pupils show a good grasp of grammar, their handwriting and presentation skills are good and their spelling is accurate.
87. The quality of teaching is good at both key stages with some very good teaching observed, particularly in Year 6. All teachers show good subject knowledge and they have effectively implemented the National Literacy Strategy. Lessons are planned well and the objectives of the lesson are clearly shared with pupils, thereby ensuring that the pupils fully understand what is expected of them and how the lesson is to progress. Teachers set work, which is matched well to the different ability levels of the pupils, and this ensures that all pupils are challenged and motivated by the tasks set. Pupils with special educational needs are supported well and teaching assistants are used effectively to support these groups. More able pupils are challenged well by the activities and high expectations are set of the standards of work to be produced. Teachers use questioning very effectively to draw out pupils' understanding and help them explain what they have achieved and learnt. This was evident during a Year 2 guided reading session when pupils' understanding of a non-fiction text was developed well by the depth and quality of the questions asked by the teacher. In the very high quality lessons observed in Year 6 the level of challenge set was very high as were the teacher's expectations

of what the pupils could achieve. Very clear explanations and instructions were given and the pace of the lessons was very good. Pupils' work is generally marked well and there are many examples of good comments to help pupils improve their work. However, this latter aspect is not consistent through the school.

88. Pupils' attitudes to the subject are very good. They listen attentively during whole-class discussions and when being given instructions by the teacher. Pupils settle to work quickly, sustain concentration during the set activities and work at a good pace in a very quiet manner. These very good attitudes ensure that pupils make the best use of available time and they are able to work in a conducive learning environment.
89. The subject is very well lead and managed by a knowledgeable coordinator. She has put into place an effective action plan, which has helped raise standards at Key Stage 1. This has also resulted in the development of a systematic approach to the teaching of writing, which has resulted in high standards being produced by the end of Key Stage 2. The coordinator also recognises the need to continue to develop writing for various audiences and purposes, as there is a slight imbalance with a heavy emphasis on story writing. The coordinator has recently commissioned a visit from the library services to review library provision and use. This review identified correctly that the school needs to revise its policy and practice in this area. Generally, the school has appropriate resources.

MATHEMATICS

90. Results of the 2000 National Curriculum tests for pupils aged 11 were well above average when compared with all schools and also well above average when compared to similar schools. The percentage of higher attaining pupils was also above the national average. Since 1996 standards at the end of Key Stage 2 have risen steadily at a rate above the national trend. Current Year 6 pupils achieved standards that were broadly in line with the national average when tested at the age of seven in 1997. Inspection evidence indicates that the majority of pupils in the current Year 6 are expected to achieve average standards with a significant number achieving higher.
91. Results of the 2000 National Curriculum tests and tasks for pupils aged seven were well below average when compared with all schools and when compared with similar schools. The percentage of higher attaining pupils was also well below the national average. However, the school has analysed the performance of pupils in previous national tests and concentrated the teaching more on the weaker aspects. As a result inspection evidence indicates that standards have risen and are now broadly in line with the national average. Pupils make satisfactory progress in Key Stage 1.
92. Pupils with special educational needs make good progress towards meeting the learning targets set in lessons. Work presented to them is well matched to their abilities and previous experience. Assistance and encouragement are given by class teachers and support staff.
93. The National Numeracy Strategy is fully in place and being consistently presented. Attainment in the mental and oral aspects of mathematics through the numeracy strategy is good, and is having a positive impact on raising standards. Good procedures are in place to check and track each pupil's attainment and progress throughout the school. This is an improvement since the previous inspection. The

school has focused on raising and maintaining attainment in mathematics and the concentration on number and algebra and space, shape and measure has raised standards considerably. However standards in other aspects of mathematics are not as high. There is some use of mathematics across the curriculum including the presentation of time lines and dates in history and the recording of observations in science. However, inspection evidence indicates that at both key stages the practice of using and applying mathematics is restricted. Although more data handling and problem solving is carried out at Key Stage 2, this aspect of mathematics is not as well developed as numeracy. Consequently pupils' ability to use and apply their mathematical knowledge in extended investigations across the curriculum and at the same time develop literacy skills, is limited. In all areas of the school the pupils' ability to use information and communication technology to develop their mathematical knowledge, skills and understanding is poorly developed. The school recognises this weakness and plans have already been drawn up to provide more opportunities for the practical application of mathematical skills linked to the development of information and communication technology.

94. Many Year 1 pupils are secure in ordering numbers to 20. The majority of pupils can count forwards and backwards to ten and many are confident with numbers up to 100. They understand the terms more and less, and some pupils confidently add two numbers by holding the greatest and counting on. One more able girl quickly arrived at the cost of a meal of priced items and accurately worked out the change from a pound. In mental and oral practice activities many pupils confidently use number bonds to ten and can add and subtract three digit numbers. Most pupils understand the difference between odd and even numbers. The more able pupils can explain a variety of ways of making a number such as 18, for example $10+8$, 2×9 , $5+4+9$ and even $100-80-2$! They are secure when counting on in twos, threes, fives and tens and clearly enjoy the competition when playing number 'ping pong' in pairs. In conversation Year 2 pupils show that they can name correctly three-digit numbers and use their understanding of partition and place value to separate the numbers into hundreds, tens and units. From analysis of pupils' work most understand how money is used and can make accurate calculations using 1p, 2p, 5p, 10p and 20p coins. Pupils develop their knowledge of two-dimensional shapes and can sort and name them by their attributes; for example rectangle, square and triangle.
95. Key Stage 2 pupils build upon the knowledge and understanding gained earlier. By following the National Numeracy Strategy they are systematically developing their skills in multiplication, division, addition and subtraction. Year 3 pupils are able to sort and allocate shapes using particular 'criteria', such as number of sides, colour and whether curved or straight. Most understood how these differences could then be represented in simple Venn diagrams. In Year 4, pupils show a good knowledge of place value to 100 and of some multiplication tables. However, a considerable number of Year 4 pupils had difficulty creating number webs using their understanding of addition subtraction and multiplication. Year 5 pupils show good understanding of fractions in the oral section of the numeracy hour and above average attainment when completing work on symmetry and creating patterns with two lines of symmetry at right angles. Pupils at the end of Key Stage 2 show great enthusiasm for mental and oral activities and are confident converting fractions to decimals. The large group of able pupils recognise the equivalence between fractions, decimals and percentages: for example- $\frac{1}{8} = .125 = 12\%$. When working on reflective symmetry pupils show a good understanding of appropriate vocabulary such as quadrant, perpendicular, parallel, vertical and mirror line. This

knowledge allows them to make good progress when introduced to the topics of rotational symmetry and shapes in translation.

96. Pupils generally have positive attitudes to their work in mathematics and their behaviour in the classroom is satisfactory overall. In whole class and group work most pupils listen attentively, and respond enthusiastically to questions. This is particularly so in the challenging mental arithmetic sessions at the start of the numeracy hour. Most pupils concentrate well on the tasks set for them, and they work well together. Relationships between pupils and their teachers are good overall and this has a positive impact upon the effectiveness of teaching.
97. The quality of teaching is good overall, with a significant proportion of good and better teaching at Key Stage 2. In the lessons seen the teaching was satisfactory or better in all lessons. Teaching was good in 33 per cent of lessons and very good in 22 per cent of lessons. Where the better teaching takes place, lessons are thoughtfully planned and the plans contain clear learning intentions based upon the National Numeracy Strategy. They provide effectively for the differing needs of all pupils. The objectives are made clear to the pupils who consequently can appreciate their own learning. Teachers' knowledge of the National Numeracy Strategy is good, and all show confidence in their teaching. The management of pupils and materials is good. Control is firm but at the same time pupils feel confident and are eager to respond to questions. The National Numeracy Strategy has been effectively implemented and the dynamic mental and oral mathematics sections are an outstanding feature of all lessons. Pupils engage in the activities with obvious enthusiasm and enjoyment and teachers make the most of these sessions to provide opportunities for the practise and consolidation of skills. Time and resources are used well and good use is made of homework is used to support learning. The effective use of questioning to focus attention and aid understanding and the constructive use of praise to motivate pupils are regular features of the good teaching. Whilst many instances of good oral feedback are observed, the analysis of pupils' work indicates that much marking, though regularly undertaken, consists mainly of ticks and crosses and there is insufficient use of constructive comments aimed at improving understanding and extending learning.
98. The leadership of mathematics is good. The committed and enthusiastic coordinator is unusually well qualified and her understanding and competence in the management of mathematics provide a valuable source of information for other staff. She has helped compile a detailed analysis of recent and past test results in mathematics, which is used to inform plans for improving standards.
99. Standards have risen clearly since the previous inspection, in part as a result of the effective introduction of the National Numeracy Strategy. The current assessment procedures and targeting initiatives are comprehensive and have had a positive impact upon raising standards in mathematics particularly in increasing the number of pupils gaining the higher Level 5 in national tests. The current scheme of work for mathematics, based upon the National Numeracy Strategy and supported with material from a commercial scheme provides for comprehensive long and medium term planning. There is a dated portfolio of pupils' work in mathematics, but there are no recent examples of work clearly moderated and annotated against national criteria to sufficiently inform teachers of the standards required at the end of each year.

SCIENCE

100. The majority of pupils are meeting national expectations by the end of Key Stage 1 in scientific knowledge. Pupils' skills of enquiry are similar to most schools, with the more able exceeding expectations. This is an improvement on standards in 2000, when teachers assessed Key Stage 1 standards as below average compared to those of other schools nationally. Eleven year olds attain above average standards in science. This reflects the consistently above average standards maintained in the statutory test results in 2000, and over the last four years. Overall standards have improved since the last inspection, because of good teaching, very effective planning and good leadership and management of the subject.
101. By the age of seven, most pupils recognise that living things reproduce. They develop a sound understanding of the life cycle of the frog. Higher attainers explain why plants need water to live. In work on materials, teachers challenge the pupils appropriately. Pupils' knowledge and understanding of this aspect of science are above average for their age. Through practical investigations most acquire a good understanding of why some materials are suited for such purposes as absorbing spillages or wrapping up parcels. In work on electricity, most explain their experiments on how to make an electrical circuit appropriately, but few know a bulb does not light up because of an open circuit. An analysis of pupils' work at Key Stage 1 shows that they make satisfactory progress, overall. This is a significant improvement since the previous inspection when a high proportion of unsatisfactory progress was found. Most pupils make satisfactory progress in developing skills of enquiry, in understanding aspects of life processes and living things and physical processes. The majority achieve well in their knowledge of materials and their properties.
102. By the age of 11 most pupils achieve well in all aspects of science and make good progress as a direct result of good teaching. Most develop good understanding of the process of pollination and germination, identifying such organs as petals, stamen and stigma in various plants. High attainers explain the process of 'photosynthesis' in detail. Most pupils describe experiments to separate simple mixtures by filtration and many understand the processes of evaporation and condensation. They investigate sounds and high attainers understand well how the pitch or loudness of some vibrating objects can be changed. Most explain a 'fair test', make predictions and achieve well using their knowledge and understanding to carry out investigations and record their findings in a variety of ways. When writing down their findings, standards of presentation are good. At both key stages, pupils use a range of methods to record and communicate their findings including written work, simple charts, tables and graphs, very effectively using their literacy and numeracy skills. However, although Key Stage 2 pupils occasionally use CDROMS as a source for research, pupils across the school do not use computers often enough to support the recording of evidence and the presentation of results. Throughout the school, teachers place increasing emphasis on the investigational aspect of the subject. This is leading to improving enquiry skills in all aspects of science. All pupils enjoy investigative work. This is especially beneficial to pupils with special educational needs, who receive good quality support from classroom assistants and other adults in class. This enables pupils to make good progress and attain well, compared to their prior attainment.
103. During the period of inspection it was possible to see only one Key Stage 1 science lesson, which was a good lesson. Scrutiny of pupils' work reveals that the quality of teaching over time at Key Stage 1 is satisfactory overall. There has been a

significant improvement in teaching since the last inspection when one third of science teaching was unsatisfactory or poor at Key Stage 1. The improvement in the quality of Key Stage 1 teaching has had a direct impact on the overall sound progress that the pupils make, particularly in their knowledge of materials and their properties where pupils of all prior abilities achieve well. In this aspect, teachers' expectations are appropriately high and they present work at levels that are well matched to pupils' prior attainment. This enables them to build on what they already can do and understand, and make sound progress. Where teaching is less effective, for example, in studying 'electricity' in the physical processes aspect, expectations of pupils are lower.

104. At Key Stage 2 science is taught consistently well, with some very good teaching seen in Year 3. Good subject knowledge enables teachers to ask probing questions, which deepen pupils' understanding, for example, in a very good lesson about the importance of looking after teeth. Teachers' very secure subject knowledge promotes the understanding and use of correct scientific language. For instance, ten and 11 year olds confidently use the terms 'filtration', 'condensation', 'pollination', 'magnetic attraction'. Since the last inspection, relationships have improved considerably and in most lessons pupils relate very well to each other and to adults. These very good relationships well motivate the pupils and result in pupils making very good efforts and developing very positive attitudes towards science. Teachers' expectations of their pupils are very high, with very good levels of challenge in most lessons. This enables the majority of pupils to make good progress, with a significant number achieving very well in all aspects. At both key stages, teachers plan together well in teams, so they regularly share ideas about what works well in lessons. Teaching is less effective where pace is lost so that pupils lose interest, and where the level of noise interferes with other pupils' concentration.
105. Since the previous inspection the school has made very good progress in the improvement of provision for science. Curriculum planning, including short term planning, has improved and is now good. Assessment and recording procedures are good and assessment is effectively used to plan what pupils should learn next. Co-ordination of the subject is good, marked by the joint planning that occurs within year groups. The co-ordinator has very secure subject knowledge and of ways to take it forward. The monitoring and evaluation of the effectiveness with which plans are implemented across the year groups are good. Science resources are adequate, well organised and accessible to all, an improvement since the last inspection. The school grounds are used very effectively as a resource for investigative work. The curriculum is enriched by good use made of visits, for example, to an aquarium, and of visitors to school such as the 'Life Education Centre', a mobile classroom providing 'drugs misuse' education.

ART AND DESIGN

106. Although it was only possible to observe one lesson at each key stage, evidence from these lessons, samples of pupils' work and a portfolio of photographic evidence of past displays demonstrate that standards are in line with expectations at both key stages. This is similar to the position at the time of the last inspection.
107. At Key Stage 1, pupils work in a suitable range of techniques and attain appropriate standards. They paint simple pictures with some examples of the good use of colour mixing being used. Pupils experience printing using different materials and

there are examples of good work using textiles, for example, weaving and making puppets from various materials. Other three-dimensional techniques are taught, such as work in collage. Pupils also develop skills in sketching and Year 1 pupils have produced some good close observational paintings of spring flowers.

108. At Key Stage 2, pupils continue to make satisfactory progress in their development of artistic skills. They develop skills in painting to produce a range of good quality finished work, such as landscapes and illuminated letters. The basic skills of sketching learnt in Key Stage 1 are developed well. For example good drawings of Elizabethan costume using live models were completed by nine year olds. An appropriate range of other techniques is taught through work in both two dimensions and three, including mosaics, batik and full size representations of Egyptian mummies. There are some very good examples of pottery figures on display made by pupils in this key stage.
109. At both key stages, pupils learn about the work of other artists and try to replicate their techniques. At Key Stage 1, pupils experience the work of Renoir and Lowry and at Key Stage 2, William Morris, Monet and Klee. Key Stage 1 pupils have produced work in the style of Aboriginal artists, but there is little evidence of the art of other cultures.
110. The two lessons observed, one at each key stage, were both taught well. In Year 1 the pupils' skills in sketching were being developed well by sketching members of the class in action poses. Through good support the pupils were improving their early perceptions of scale and some of the more able could produce figure drawings with reasonable scale and attention to detail. Year 3 and 4 pupils were developing their figure sketching skills further by drawing ladies in Elizabethan costume and a model dressed as Sir Francis Drake. Their attention to the detail in the costumes worn by the models was good and some of the most able were using shading techniques to good effect. Pupils show good attitudes to the subject, they are enthusiastic when presented with the tasks and work conscientiously.
111. Although the subject is not currently high profile in terms of the school development plan it is being effectively coordinated by a knowledgeable member of staff. The subject is appropriately resourced and good links with other National Curriculum subjects are established.

DESIGN AND TECHNOLOGY

112. Standards are above those expected at both key stages and all pupils, including those with special educational needs, make good progress. This is an improvement since the last inspection.
113. No lessons were observed at Key Stage 1, there were, however, samples of work and a well-organised photographic record that, along with discussions with pupils, enabled judgements to be made. Pupils make a good wind up toy 'Incy Wincy Spider' and explore how pulleys and axles can move objects up and down. Good cross-curricular links are made with both science, studying spiders, and with English, writing lists. They review and study their playground equipment, the materials from which it is made and the forces involved in the movements. They design and make a pizza and a sandwich. They also taste fruits and, after tasting, combine the flavours to make a fruit salad. One pupil writes 'I felt hungry when I looked at my fruit salad, but I could improve it by putting cream on!' By the end of

the key stage pupils know that things are normally made for a purpose, that details of equipment and the method should be recorded and that the final product should be evaluated and often improved.

114. At Key Stage 2 pupils design and make vehicles, design and make nutritious snack bars, create a healthy meal from a different culture, make pop toys and weave a pattern to their own design based on a sketch of the local environment. They talk knowledgeably and with enthusiasm about design and technology. They say that 'we helped each other when we made the pop penguins with the cams' and another says 'we made torches, they were great!' They are very conscious of safety factors and the need to both organise and use resources with care.
115. Teaching and learning in the two lessons observed were very good overall. Pupils in Year 6 were shown how to add detail to their weaving by introducing different types of stitches and knots. Pupils were proud of their work and keen to explain the processes involved. *Before we did this weaving we went out and sketched a lake, naming the colours, shades, textures and shapes. Back in class we made a weaving board, put our drawing underneath, labelled the textures, chose different threads and began.* In both lessons the teachers demonstrated well making their expectations clear by showing pupils examples to which they should aspire. Pupils worked well, concentrating on the task, fetching and using resources appropriately and supporting each other when possible.
116. The co-ordinator has very good subject knowledge and leads this subject well. Schemes of work are explicit and well organised and a very good photographic record is kept not only of completed projects but also the various stages through which they pass. She is able to monitor planning and scrutinise pupils' work but has not, as yet, monitored teaching.

GEOGRAPHY

117. Pupils, including those with special educational needs, make satisfactory progress and standards overall are in line with those expected nationally at the end of both key stages with some good features in Year 6.
118. No lessons were observed in Key Stage 1. Pupils have studied contrasting regions of the world. They have found out about the Polar Regions and are able to describe the animals that live there. They have identified Africa and Australia on a map of the world and have written about marsupials. The travels of Barnaby Bear have also aroused much interest and his travels are recorded in an informative display. The environment immediately surrounding the school has also generated a study of journeys to and from school and the problems caused by the traffic. Pupils in Key Stage 2 have visited a local beach and studied coastlines and the associated flora and fauna. They have drawn diagrams to show the cause of coastal erosion and good cross-curricular links with art are evident in displays. They have carried out independent research into European countries that they have contrasted and compared. They have studied maps and located Tamerton and its position in relation to Plymouth and the south west. Older pupils have carried out a detailed and comprehensive traffic survey and presented their findings to a representative from the local council. A field trip involving a boat trip on the Tamar has generated an interest in rivers.

119. Teaching and learning in the lessons observed in Year 6 were good overall and excellent in one lesson. In both lessons pupils were finding out about the stages and physical features of rivers. In the excellent lesson observed the teacher maintained a brisk pace as she built on the pupils' recent experiences when they travelled on the River Tamar. Using very clear aerial photographs she states clearly that she wants to link vocabulary to the pictures which she does successfully, building well on the pupils' existing knowledge. Pupils then observed 'a working model' and they were excited and displayed awe and wonder, as they were able to see and identify many of the features they had previously discussed. This work was then consolidated through the completion of well organised differentiated group activities during which both the teacher and educational support assistant circulated, supporting, explaining and encouraging pupils in their endeavours.
120. The co-ordinator has a good overview of the curriculum and has worked hard to supplement resources by obtaining, from a variety of sources, maps, booklets and artefacts to support pupils in their studies. He acknowledges that more software needs to be purchased to fully utilise the facilities provided by the new computer suite. He is able to monitor planning and pupils' work but as yet has not monitored teaching in this subject.

HISTORY

121. Standards are in line with those expected in Key Stage 1 and above those expected at the end of Key Stage 2. This is an overall improvement since the last inspection. Pupils, including those with special educational needs make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.
122. No lessons were observed in Key Stage 1. Pupils have studied the history of their school and its founder Mary Dean. A visitor has talked about his school days in the original village school. An effective display reflects this work; it also includes photographs, drawings of artefacts and descriptions from research of the opening ceremony of the existing building. One pupil writes "The Bishop is a very special man. He looks after other vicars. He is dressed in a white dress with a pointed hat!" Pupils have set up a toy museum and younger pupils have compared farming now with long ago.
123. At Key Stage 2 pupils have studied the Tudors and discussions with pupils indicate a very good knowledge and enthusiasm for this subject. Pupils have visited a Tudor mansion and looked at houses of the Tudor period in Plymouth. They have also visited local museums to look, first hand, at Egyptian artefacts and carried out role plays when studying the ancient Greeks. Pupils have studied the Roman period and very good crosscurricular links have been formed when pupils have sent 'letters to Rome' arguing for and against invasion. They have studied the Victorians in depth and the scrutiny of work shows that good research skills are developed using both first hand evidence, for example tools and household equipment, and second hand evidence such as accounts, photographs and books. Pupils are able to distinguish between fact and opinion and are developing good skills with regard to historical enquiry.
124. Teaching and learning in all lessons observed were very good. A visit from 'Sir Francis Drake' was the inspiration for role play with several pupils in Years 3 and 4 and staff dressing up in very authentic Tudor costumes. Pupils were able to handle artefacts, take part in question and answer sessions, learn Tudor dances and draw

the characters, focusing on the detail of their costume. Therefore good cross curricular links were made with physical education, English and art. Pupils gained much understanding of the Tudor period because of the thorough preparation before the visit and the expertise of the visitors who were able to answer all questions well. Pupils in Year 6 also worked well in English lessons to prepare 'reasoned arguments'. They presented these to 'Isambard Kingdom Brunel' who visited the school to present the case for the development of the railways locally. Once again the pupils, all in Victorian costume, learned much from the experience and, skilfully led by their teachers, fully entered the role and ensured that all aspects of the case both for and against the railways in Victorian Britain was considered. In the other lesson observed very good planning enabled pupils to develop further their research into the building of the Tamar Bridge and the 'coming of the railways' in Devon. The effective support of the teacher, learning support assistant and parent ensured that the learning objectives were achieved.

125. This subject is very well led by a coordinator who, to support continuity and progression, has drafted medium term plans for Key Stage 2 and is about to write them for Key Stage 1. She has a very good overview of the subject and supports staff well. Resources are well organised and apart from a need to update software for the computers, support the curriculum well.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. Standards of attainment are very low at the end of both key stages but beginning to rise as pupils gain access to the new computers. The previous report found that the school had a very low level of resources for information technology, which was affecting the ability of the school to teach information and communication technology skills. This situation has continued until this year. Despite the many efforts made to obtain funding under the National Grid for Learning (NGfL) initiative the school was not awarded any money until this year. Nevertheless the governors have been proactive in boosting this amount by obtaining additional funding from a variety of sources and the school has successfully addressed the issue of resources and now has the recommended ratio of computers to pupils.
127. The ICT suite has only recently been completed and teachers have not yet had an opportunity to undertake their training through the National Opportunities Fund (NOF). As a result teachers overall are not yet confident in using the new computers. This is limiting the amount of teaching in information technology. Nevertheless, much good work is starting to take place. Some teachers, who have more knowledge of computers, are beginning to use the new equipment effectively. The situation is an improving one now that there are more up-to-date computers. Some teachers are starting to make use of the suite of programmes in the 'Espresso' pack provided by the local authority.
128. At Key Stage 1 very little work was available for examination. Pupils in Year 1 and Year 2 are using simple word processing to produce pieces of work such as writing letters to parents inviting them to an assembly and some are starting to use the computer to support their mathematics through the use of simple programmes. At Key Stage 2 a small number of pupils have word processed work. For example, writing letters, demonstrating the correct layout or showing how to persuade in writing. A few have produced work of a slightly higher quality such as a threefold flier containing some clip art. Some pupils have used the computer to write accounts of life in a Victorian Elementary School. Pupils in Year 5 are beginning to

use the computers to obtain information about Plymouth in the past. A small number of pupils have accessed the Internet, for example when obtaining information for a project on European countries and some are using the computer to support work in science, for example finding information on habitats.

129. Good use is already made of information and communication technology to support pupils with special educational needs. Younger pupils use simple spelling programmes to improve their spelling or suitable programmes to improve their counting up to 20. Very good use is made of technology to enable a pupil with special educational needs to record accounts that have been previously recorded on a small tape recorder. This is part of a structured programme supported by a teaching assistant.
130. Overall too few pupils have used computers for these purposes and the quality of the work produced is limited by the access that pupils have had to computers when younger. Most pupils know how to control the computer using the mouse and keyboard but very few have a secure knowledge of the keyboard. Pupils have not used computers enough for such activities as producing artwork or improving their mathematical skills through suitable simulations and exercises or through handling data and producing simple graphs and charts. Pupils' experience of controlling, for example through the use of programmable toys is limited and few have enough experience of obtaining information from CDROMS. The lack of suitable equipment prior to this term means that the school is currently unable to provide the full Programmes of Study outlined in the National Curriculum.
131. The governors and staff of the school are well aware that improving standards in information technology is a key issue and have already identified this as the main priority in the SDP. Training for teachers will take place during the next school year. Further improvements have to take place in the accommodation to support the development of this subject. The good quality computer equipment is a very good start but the room in which the suite is housed is quite small and with the heat generated from the computers the room rapidly becomes too hot and stuffy to allow good quality learning to take place. The computers in the classrooms are networked with the computer suite but do not yet have suitable furniture that meets the requirements of health and safety. This is an area to be addressed in the next academic year. A new coordinator was appointed this year to manage the subject but has yet to develop this role to become effective. All suitable measures have been taken within the budget available to the governors and a key governor with appropriate expertise is supporting the developments planned for the next 12 months. Teachers are enthusiastic about the possibilities that the new provision is opening up for them. Taking all factors into account the school is suitably placed to address all of the issues and raise standards in this important area of the curriculum.

MUSIC

132. Due to timetabling arrangements it was not possible to observe music being taught at either key stage. However, the school does make good provision for music throughout the school. There are good opportunities for pupils to learn to play the guitar, keyboard, clarinet and flute. In addition, there is a recorder club and a school choir.

133. The music co-ordinator has worked effectively and energetically to put a new scheme of work in place along with clear guidance to support teachers' planning. The co-ordinator has rightly identified the need for monitoring teaching and learning across the school and promoting the use of information and communication technology as the next important steps forward.

PHYSICAL EDUCATION

134. During the week of the inspection pupils were observed taking part in dance, gymnastics and games lessons. Inspection evidence is drawn from the observation of these lessons and from discussions with pupils and from observations of pupils at play.
135. Seven and 11 year olds achieve good standards overall in physical education with a number of pupils achieving good standards in athletics and gymnastics. They make good progress in developing control and coordination in response to different stimuli and in running and jumping activities.
136. Only one lesson was observed in Key Stage 1. In a gymnastics lesson Year 2 pupils show good control and coordination when creating sequences of movements linking balances. They are clearly aware of good body positions and pay particular attention to starting and finishing the sequences well. The overall quality of the movements shown at the end of the lesson was above average.
137. At Key Stage 2 pupils show average skills in games lessons throwing, catching and hitting appropriately for their age. However, older pupils in Years 5 and 6 demonstrate creativity and control in gymnastics and dance above and sometimes well above the average. Year 5 pupils cooperate well together to create group sequences, which involve controlled carefully considered symmetrical and asymmetrical shapes of good quality. Pupils in a Year 6 class are quite splendid when creating a dance sequence of movements to music using a range of apparatus. The quality of movements- the control, poise and precision of held positions using ropes and benches was both unusual and impressive, as was the informed pupils' comments on others' actions. An effective swimming programme is in place and most pupils are able to meet the swimming requirements of the National Curriculum before the end of the Key Stage 2. A significant number of older pupils make good progress in athletic activities, and the school recently achieved considerable success in a regional competition.
138. Pupils with special educational needs are well supported and achieve good results that enhance their self-esteem. For example, one Year 5 pupil with cerebral palsy was helped by an assistant to make good progress controlling a balance in a gymnastics lesson. Another Year 3 pupil with co-ordination difficulties again made good progress in catching skills as a result of patient, enthusiastic support from a learning assistant.
139. Pupils work with great enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions. Pupils are willing to share ideas, work co-operatively and they make good use of opportunities to practise their skills. Behaviour is invariably good; apparatus is sensibly and responsibly used and in competitive situations pupils show due regard for laws and fair play.

140. The quality of teaching observed is good overall. It is unusual to find so many teachers in one school with such good subject knowledge in physical education, coupled with the ability to teach it. The enthusiasm for the subject is clear, and most teachers change into appropriate clothing to teach it. Teachers have a good understanding of the techniques required for different activities and skilfully present these in a way that both informs and motivates the pupils. Pupil performance is used well to demonstrate and reinforce correct techniques and the essentials of good quality movements. The management of pupils, both indoors and out is very good.
141. The subject is well managed by the headteacher and there is an appropriate policy and scheme of work based upon the local education authority scheme. The experience gained by pupils on residential visits enhances the physical education curriculum through opportunities to experience outdoor adventurous activities. The very good provision of a wide range of extra-curricular activities gives the pupils in Key Stage 2 many opportunities to improve their athletic, dance and games skills.

RELIGIOUS EDUCATION

142. Standards in religious education are above the requirements of the locally agreed syllabus for religious education at the end of both key stages. This is an improvement from the standards noted at the time of the last inspection.
143. At Key Stage 1 pupils know the basic tenets of Christianity whilst also learning that other religions have special places, books and people in the same way as Christianity. They learn about the life of Jesus and know the main feasts in the Christian tradition such as Christmas and Easter. Pupils learn from Bible stories and recognise key figures in the Old Testament, for example, the story of Jonah and the whale. Pupils reflect upon what it must be like to be alone in the dark and the relief of being rescued. Seven year olds know that Jesus taught through parables and the most able retell certain stories in their own words. They know that God is the creator and the Father of Jesus and they know that a church is the place where people gather to worship God.
144. At Key Stage 2 pupils extend their knowledge of Christianity. They study the local church and learn more about Christian tradition and practice. They learn that the Bible is an important text and that other religions also have important texts. Pupils have good opportunities to reflect upon the meaning of what they learn. For example, when studying the life, death and resurrection of Jesus, pupils reflect upon the friends and enemies of Jesus and consider what it means to be a friend or an enemy. When studying other religions such as Judaism or Hinduism pupils learn lessons from the traditions of these religions. For example, when considering the role of the puja tray in Hinduism, pupils learn that this shows respect and then go on to consider the importance of respect. In this way, by the end of the key stage, pupils have had many opportunities to make sense of right and wrong and reflect upon their own experiences, relating these to what they learn about religions.
145. It was only possible to observe two religious education lessons being taught, both at Key Stage 1. In the good lesson on 'Parables' the teacher used questioning and discussion well to draw out the pupils' understanding of such stories. The written tasks were well matched to the ability levels of the pupils and they worked at a good pace.

146. The subject co-ordinator has a good understanding of her role and this is helping to raise standards. An example of this is the way in which she has moved teachers away from using too many worksheets to encouraging pupils to produce good quality work in exercise books. The extended writing that pupils do in this subject makes a good contribution to their literacy skills whilst at the same time providing an opportunity to use those skills. The use of exercise books for this purpose also means that a good record is available of the work that pupils have done over the year. The subject manager uses these books as a way of monitoring and assessing pupils' attainment and progress. In this way she is able to identify how standards can be raised further. Suitable resources are available to support teaching in this subject, although no use is made yet of information technology to support learning.