

INSPECTION REPORT

Westcliff Primary School

Dawlish

LEA area: Devon

Unique reference No: 113196

Headteacher: Miss S Waugh

Reporting inspector: Mr D G Collard
11122

Dates of inspection: 11th – 14th June 2001

Inspection number: 191266

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 & Junior School

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: First Avenue
Dawlish
Devon

Postcode: EX7 9RA

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Appropriate authority: The governing body

Name of chair of governors: Mrs P Pike

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11122	Mr D Collard	Registered inspector	English Information and communication technology	What sort of school is it? The school's results and pupils' achievements How well are the pupils taught? What should the school do to improve further?
13706	Mrs G Marsland	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?
11772	M M Yates	Team inspector	Mathematics Geography History	How well is the school led and managed?
8722	Mr E Wilson	Team inspector	Science Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?
15150	Ms S Wilkinson	Team inspector	The Foundation Stage Art and design Design and technology Music Religious education Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westcliff Primary School is situated in Dawlish, a seaside town in Devon. There are 302 pupils on roll which is larger than the average primary school. There are eleven classes with pupils ranging in age from four to eleven years old. The school has spacious grounds including a hall for assemblies and physical education lessons. Pupils come from a variety of social backgrounds. At the time of the inspection, 18 children attended on a part-time basis in the pre-school class. The number of pupils entitled to free school meals (26.6 per cent) is above the national average but has decreased since the last inspection. One pupil comes from a minority ethnic background and there are no pupils identified as being at an early stage of learning English. This is very low when compared nationally. Thirty per cent of pupils are on the special needs register which is above the national average. Eight pupils have a statement of special educational need, which is also above the national average. Pupils entering the school in the pre-school class have ability that is well below the national average. At the end of the Foundation Stage, in Year 1, the attainment of pupils, whilst still below average, enables the majority to start work on the National Curriculum.

HOW GOOD THE SCHOOL IS

This is an increasingly effective school that has continued to develop and improve since the time of the last inspection. Standards are variable in both key stages. Overall, the standards are below the national average by the end of Year 6 in the core subjects of English and mathematics and average in science. Pupils make sound progress in their learning in all years because the overall quality of teaching is good. The leadership provided by the senior management team is also good as is the effectiveness of the governing body. The school provides sound value for money.

What the school does well

- The improvement in the national test results for pupils at the end of Year 6 in English, mathematics and science.
- The progress made by pupils with special educational needs.
- The overall quality of teaching, especially the very effective planning.
- The good quality and wide range of curriculum.
- The good provision for moral and cultural development and the very good provision for social development.
- The very good procedures for ensuring pupils' care and welfare.
- The good links with parents.
- The good leadership and management of the school.

What could be improved

- The standards in English, mathematics and music at both key stages.
- The use of time in the first part of the day.
- The more effective monitoring of teaching and the spread of good practice.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the time of the last inspection in February 1997. The key issues identified at that time have all been dealt with and have had a positive impact on raising the quality of education and improving the progress that pupils

are making. There is now better monitoring by senior staff and subject co-ordinators that has led to an improvement in the quality of teaching. The provision for spiritual development has improved as has the quality and use of assessment. In addition, quality has been maintained and some aspects have improved further such as the range of the curriculum and the development of strategic management and analysis of funding. Personal development has continued to be a high priority. Standards have improved in English, geography, design and technology, information and communication technology and religious education although they have not risen sufficiently in music. Since 1997, there has been a significant change in the ability range of pupils entering the school. This has had a significant effect on depressing the overall standards compared to those nationally, especially in Key Stage 1.

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	E	E	D	C
mathematics	D	D	E	D
science	E	E	D	C

Key

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

Pupils' performance in national tests in Year 6 has improved in English and science although it has fallen in mathematics over the past three years. This is partly due to the number of pupils with lower ability admitted into the school during Key Stage 2 whose results are reflected in the overall numbers. The pupils in the present Year 6 are achieving close to but below average standards in English, mathematics and average standards in science. For those pupils who have been in the school for the whole of the junior years, the progress that they make in their learning is good. The performance of pupils in Year 2 has deteriorated over the past three years and this partly reflects the lower attainment levels of those entering in the Reception year. Standards in 2000 were well below average in reading, in the lowest five per cent nationally in writing and above average in mathematics. Pupils in the present Year 2 have standards at average levels in all three core subjects. Pupils exceed the national expectation in art at Key Stage 2. Standards of attainment are in line with that nationally in all other subjects at both key stages except in music where they are below average and this is linked to teachers' lack of subject confidence. Pupils make sound progress throughout the school. The pace of improvement is sound although it would improve further if teachers ensured that knowledge and skills were more effectively reinforced.

The school has set challenging targets for pupils this year and next. These have virtually been achieved this year and are on line to be achieved next year. The figures are based on better assessment information that has been collected and analysed over the past two years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Sound. Pupils are interested in their work and are proud of their school.
Behaviour, in and out of classrooms	Sound. Behaviour is good in most lessons because pupils know the class conventions. Teachers have to work hard to ensure that pupils are kept motivated and challenged. Despite this, there are a small number of pupils who do not fully understand the impact of their actions upon others.
Personal development and relationships	Good. The vast majority of pupils respect each other and their teachers. There are good relationships between the whole-school community and this has a very positive impact upon the small number of challenging pupils.
Attendance	Satisfactory, although the number of authorised absences is high because of holidays taken during term time.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching throughout the school is good and the progress pupils make is sound. During the inspection, 95 per cent of all lessons seen were at least satisfactory. Sixty-five per cent of lessons seen were good or better and 21 per cent were very good or excellent. Five per cent (three lessons) were unsatisfactory. It is very good for pupils in the Foundation Stage who make a very good start to their time at school. Within both key stages, the pupils do not find it easy to retain information and despite the best efforts of teachers, work often has to be repeated a number of times to ensure it is understood. This is why pupils only make sound progress. There is very effective planning in all classes. In English and mathematics, this is linked well to the National Literacy Strategy and National Numeracy Strategy. Planning is now good in information and communication technology. Teachers have good knowledge and understanding of their subjects except in music where they have less confidence. Teachers have high expectations about what should be achieved although this is not always based on a thorough understanding of the levels that pupils have reached. Consequently, some pupils do not always reach their full potential. It is more improved since the last inspection. Pupils are managed well overall although it is more variable in the upper half of Key Stage 2. Here it ranges from excellent to unsatisfactory. Where it is excellent, the pupils are very highly motivated and concentrate well on what they are doing. Lessons move along at a satisfactory pace and this encourages pupils to work hard. Support staff are used very well and resources are prepared before the lesson starts. Where management is not so strong, the pupils become distracted and disinterested and this affects their capacity for learning. On the whole, time is used efficiently and much work is completed in lessons. Marking ranges from satisfactory to good but in the best cases, it provides pupils with a clear view about what to do next and

also provides the teacher with opportunities to assess what has been completed. The quality of teaching in English and mathematics is good and literacy and numeracy are used well in some other lessons. Some opportunities are missed to use it more effectively in subjects such as information and communication technology, geography and history. Pupils with special educational needs are taught well and they make good progress because their work is very well linked to their individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. This is an improved area. The range of opportunities provided within lessons and through extra activities is extensive. All aspects of the curriculum meet statutory requirements. Time in the first session of the day is unbalanced and often too long to maintain pupils' concentration.
Provision for pupils with special educational needs	Very good. There are thorough systems to involve pupils at whatever their level of need. The quality of individual education plans has improved and is now ensuring that small steps in learning are planned cohesively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for social development is very good. It is good for moral and cultural development and satisfactory for spiritual development. The direct planning for this area is not as good as its practical application in different lessons.
How well the school cares for its pupils	Good. Procedures for assessing attainment are good and the information it provides is used well. There are very good procedures for promoting attendance and good procedures for monitoring personal development. The parents value the extensive information that they receive and this is one reason why the links and partnership with parents are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The experienced headteacher provides a positive lead to the school and is supported well by the deputy and senior management team. Co-ordinators provide knowledgeable expertise.
How well the governors fulfil their responsibilities	Good. The governors have a clear view about how the school can improve and provide valuable expertise. They question and challenge decisions enabling the headteacher to clarify ideas but need to develop their strategic planning so that it ensures all pupils reach their full potential.
The school's evaluation of its performance	Good. The school has correctly prioritised its development. This is demonstrated by the way that the previous key issues have been addressed whilst new initiatives have quickly been dealt with. All priorities are linked well to ensuring that standards rise. The school applies the principles of best value although this is not yet reflected in standards at the national average in all subjects.
The strategic use of resources	Very good. The school has used a wide range of local and national grants that have had major impacts on the school.

The school has sufficient teaching staff and a good range of support assistants including an effective administration support system. The extensive accommodation is adequate for delivering the full curriculum. It is a difficult building to organise but with thoughtful planning, this has been achieved well. Resources are adequate for the subjects and have been enhanced recently by the addition of a computer suite and a new reading gallery.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour is good. • Teaching is good. • The school provides good leadership and management. • There is an interesting range of activities provided. 	<ul style="list-style-type: none"> • The quantity of homework.

The inspectors agree with the positive views of the parents. The inspectors do not agree that there is insufficient homework. Pupils are given regular tasks to do although the quality and quantity fluctuates at different times of the year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In English, the Year 2000 results of national tests for Key Stage 1 indicate that pupils' standards were well below those nationally in reading and very low in writing. This was because a very significant number of pupils only achieved Level 1, (46 per cent compared with 13 per cent nationally). Standards were also well below average when compared to similar schools. The number of pupils achieving the higher Level 3 was closer to the national average. In reading, pupils were performing approximately one and a half years behind those nationally and in writing, approximately two years behind. Pupils' ability in speaking and listening was above average and this is still the case this year. The performance of boys was significantly worse than girls. Over the last four years, the results have fallen against national averages. This is partly due to the number of pupils entering the school who have lower ability. Pupils in the present Year 2 are performing better. In reading, they are close to the national average and in writing, slightly below.
2. In the national tests for English in Year 2000, the Year 6 pupils achieved standards below average overall when compared to all schools but at average levels when compared to similar schools. This was an improvement on the figures for the last three years. The number of pupils achieving the average Level 4 was higher than the national average although the number gaining the higher Level 5 was lower. There were few differences between the results of boys and girls which is better than the national pattern where boys perform significantly worse than girls. Over the last five years, the results have risen more sharply than the national trend. Pupils in the present Year 6 are likely to achieve average results with a large proportion gaining Level 4. Overall, the number of pupils gaining the higher Level 5 is below that nationally.
3. In mathematics, at the end of Key Stage 1 in Year 2000, about 95 per cent of pupils achieved the expected Level 2 or above, a figure above the national average, and 22 per cent gained the higher Level 3; a proportion in line with the national average. Overall, taking into account the full range of attainment, Key Stage 1 results were below average when compared with all schools nationally but average when compared to similar schools. Although varying from year to year, there is little significant difference in the attainment of boys and girls. Since 1997, standards in national tests at Key Stage 1 have fluctuated from year to year being closely linked to the attainment on entry of different cohorts. Pupils in the present Year 2 have standards that are also in line with those nationally although the number likely to gain the higher Level 3 is likely to be below that nationally.
4. In the mathematics national tests for pupils at the end of Key Stage 2 in 2000, the proportion of pupils reaching the expected Level 4 or above was 61 per cent which was well below the national average. The 15 per cent gaining the higher Level 5 was below the national average. Overall, taking account of the full range of attainment, the results are well below the national average and, when comparison is made with schools in a similar context, results are below average. However, when consideration is taken of their results at the end of Key Stage 1, the group of pupils who took the test last year made satisfactory progress as they moved through the school. Attainment in the National Curriculum tests in mathematics has fluctuated since 1997

but has primarily remained below national averages. There has been little significant difference in the attainment of boys and girls. Pupils in the present Year 6 are achieving standards that are below those nationally although the proportion of pupils gaining the average Level 4 is higher than last year. Standards are better in number than in other areas.

5. In science, at the end of Key Stage 1, attainment recorded in teacher assessments in the Year 2000 was just below the national average. Eighty-five percent of the pupils reached the expected Level 2 but none reached the higher Level 3. These figures are below the national average but are close to the results from schools in similar circumstances. Standards were very high in the aspects covering living processes and materials but much lower for physical science and for investigational work. Standards achieved by pupils in the present Year 2 are at average levels and follow a similar trend regarding the different strands of the subject. At the end of Key Stage 2, attainment recorded in National Curriculum attainment tests was below the national average. Eighty per cent of the pupils achieved the Level 4 or above and 24 per cent the higher Level 5. Overall, the school's results are below those expected nationally but compare favourably with the results from similar schools. Over the last three years, the standards in science have risen steadily but the results this year are not as good because fewer pupils have reached the higher Level 5. This steady improvement over the past three years is in line with the general trend found nationally. The results show that there has been good performance in aspects of the science curriculum concerned with living processes and materials but less success with investigational work. Standards achieved by pupils in Year 6 are satisfactory and broadly in line with national expectations except in investigational work where standards are not as good as they could be.
6. Pupils reach standards above the national expectation in art at the end of Year 6. Standards are at least in line with the national expectation by the end of both key stages in all other subjects except music where standards are below. This is because teachers do not have sufficient subject knowledge or confidence to teach the subject effectively and this has an impact on the progress that is made by pupils. Pupils undertake a good range of different themes in geography and history and these are often linked well to work about other cultures and lifestyles. Since the last inspection, standards have improved in religious education and information and communication technology at both key stages and in design and technology at Key Stage 2.
7. Children with special educational needs make good progress as they move through their early school experiences. They are well integrated into the pre-school and Reception classes. Throughout the school, a very good curriculum is provided for them and their needs are identified early. Learning support assistants work well with the teachers to provide suitable tasks for the children. This good progress is evident in all year groups.
8. The school has set challenging and realistic targets for the next two years. These have been reviewed in the light of better assessment information and are on line to be achieved.

Pupils' attitudes, values and personal development

9. The pupils' attitudes to the school are satisfactory and have been maintained since the previous inspection in 1997. Parents have expressed the view that the pupils know the school routines well and the headteacher has high expectations regarding

the pupils' attitudes and behaviour. These views were confirmed by the inspection such as that observed in a Year 5 information and communication technology lesson. Here, pupils were concentrating hard and were well motivated. In another example, they listened carefully and responded enthusiastically to a question and answer session in a Year 2 religious education lesson on the story of the Prodigal Son. During a Year 5/6 dance lesson, they clearly followed instructions. Pupils enjoy classroom discussions and most join in sensibly and listen to each other. Positive attitudes to school contribute well to successful learning and the standards pupils achieve. However, there are some pupils in Years 4, 5 and 6 whose behaviour was unsatisfactory in some lessons during the inspection. The pupils showed a lack of enthusiasm and interest and interrupted the teaching.

10. Behaviour in and around the school is satisfactory and most pupils respond well to the school's high expectations. Pupils understand what is expected of them and know the difference between right and wrong. Most teachers and other staff manage and control occasional incidents effectively because they have established good relationships with their pupils. Frequent discussion periods known as 'circle time' are held which help the pupils to understand the impact their actions have on others. There were no bullying or racially motivated incidents during the inspection. In the last complete school year, three pupils were excluded from the school. All the exclusions involved incidents of unacceptable behaviour. The school uses exclusions appropriately and only when other sanctions have failed. The good behaviour of most pupils has a positive effect on the quality of learning in most lessons and contributes to the pleasant atmosphere of the school.
11. Relationships within the school are good and have been maintained since the previous inspection. Relationships between the pupils and between the pupils and staff are caring and friendly. The relationships are based largely on mutual respect, which is a key factor in securing positive patterns of behaviour and response in lessons. At lunchtime, the pupils talk sociably with each other and play co-operatively. The pupils work together well in pairs and groups, regardless of gender. They respect the feelings, values and beliefs of others. A good example of this was seen in a Year 3/4 assembly discussing sign language, prior to the arrival of a new pupil with communication difficulties. Discussions regarding different cultures are always treated sensitively and with respect.
12. The school successfully promotes the personal development of its pupils. The pupils take responsibility for tasks around the school and are reliable and trustworthy. They act as register monitors in all classes. Year 6 pupils are involved in collating a points system whereby pupils can earn a swimming token for the local leisure centre by choosing the healthier options from the lunchtime menu. They also assist with the pre-school children and with the adult play leader organising activities at lunchtime. There is no school council in operation at present but this is acknowledged as an area for development in the autumn term. The pupils are involved in setting their own targets for behaviour or learning. These responsibilities have a good effect on the pupils' personal development.
13. Attendance rates throughout the school are satisfactory and reflect the judgement of the previous inspection. During the last year, attendance was broadly in line with the national average for primary schools. There is an effective attendance policy in place and the educational welfare officer visits the school every week. However, although actively discouraged by the school, some families take holidays in term-time. Most

pupils are punctual for school although a small minority are frequently late. Registration is efficiently undertaken and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is good overall. During the inspection, 95 per cent of all lessons seen were at least satisfactory. Sixty-five per cent of lessons seen were good or better and 21 per cent were very good or excellent. Five per cent (three lessons) were unsatisfactory. These lessons were all in Key Stage 2. Teaching is very good for pupils in the Foundation Stage. Here, over one-third of the lessons seen were very good and nearly nine in ten were good or better. There is very little difference between the teaching in Key Stage 1 and Key Stage 2 except that in Key Stage 1, there was a lower proportion of very good teaching (eleven per cent at Key Stage 1 compared with 21 per cent at Key stage 2). This is a major improvement from the last inspection when over 20 per cent of the teaching seen was unsatisfactory. The key issue regarding the quality of teaching in the last report has been fully addressed as new teachers have joined the school.
15. All teachers plan very well for their class. Work is linked to the long-and medium-term plans, the literacy and numeracy strategies and to the nationally agreed guidelines for other subjects. This ensures there is a wide coverage of the different strands within each subject. There are effective year group teams to help ensure that pupils in split age classes are given similar experiences. In the best cases, the planning also links to individual or group need such as in Year 6. Here, the teacher keeps comprehensive records of work that have been covered and also evaluations of its success. This helps inform her about what to do next.
16. Basic skills are taught very well in the Foundation Stage and well in other key stages. The teachers have used the format of the literacy hour to enhance their planning in other subjects. They have good subject knowledge, especially of English language, although this is not the case within the teaching of music. The progress of pupils is limited in this subject because teachers are unsure what to teach and have not been effectively trained to deliver the whole music curriculum, especially at Key Stage 2.
17. A wide range of different methods are successfully used to interest and excite pupils. These include class discussion, group work and individual exercises. Pupils respond well when they are being highly challenged by the work. In some lessons, the concentration levels are so high that there is almost no noise during individual work. Where this is not so strong ,the teacher has to work hard to keep control and pupils drift away from what they are doing. On the whole, there is very little bad behaviour in any class except on minor occasions in Key Stage 2. During practical sessions, teachers ensure that resources are readily available for use by the pupils. In this way, one activity naturally moves into another and little time is wasted. Teachers also ensure that their class knows what is expected of them. In addition, good systems of target setting are helping pupils to have some knowledge about what they have or have not achieved during a lesson. This is used well in classes in Year 1 and in Year 6. The learning support assistants provide additional extra help. The quality of this support is very good. A number of these assistants have been trained and all are given responsibility for small groups of pupils. They manage this task well.
18. Marking is very good in the Foundation Stage, good in Key Stage 1 and sound in Key Stage 2. The best examples seen were in upper Key Stage 2 but in this key stage, it was also the most variable. In the very best instances, the teacher corrects work, gives praise and sets out what should be improved. This would also include some sort of evaluation that can be used for future assessment. In this way, pupils know how they can move on their learning. In some classes in Years 3 to 6, the pupils are not

sure what stage they are at and what they should do next. Homework is used suitably and is valued by the pupils. In discussion, they said that they enjoyed the work and that teachers were conscientious about making sure it was marked. A number of parents did not agree with this verdict, however, the systems in place for homework are sound.

19. Pupils' learning is good to the end of Key Stage 1 and sound through Key Stage 2. This is because the quality of teaching is more variable in Key Stage 2. Here it ranges from excellent to unsatisfactory. In addition, the pupils have great difficulty in retaining the information they are given. Teachers repeat work in different ways to ensure that knowledge is learnt. However, in general, the teachers do not give pupils sufficient opportunity to work out their own hypotheses in subjects such as science, geography and history. As a consequence, the pupils do not develop their understanding from the knowledge and skills they already have.
20. Pupils with special educational needs learn well. Their problems are identified early and individual education plans are put in place to ensure that they will make progress. The quality of these is good. They tell the teacher or support assistant exactly what is expected and they are reviewed regularly to ensure that pupils are constantly moving forward. There are targets for improvement in literacy, numeracy and behaviour. The class teachers do not always take sufficient note of these during lessons where they are not being fully supported by assistants. Consequently, progress in these subjects is somewhat lower, although still good.

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

21. The curriculum provided by the school is broad and balanced and is relevant to all the pupils in the school. It fully meets statutory requirements in terms of provision for the National Curriculum and meets the Code of Practice for special educational needs. The curriculum provided by the school is enhanced by the inclusion of swimming for the pupils in Key Stage 1 and through a wide range of extra-curricular activities and residential opportunities for pupils in Key Stage 2. The provision for information and communication technology is good and there are good opportunities for pupils to develop their language skills in English. However, because work now takes place in a dedicated computer room, the opportunities to use these skills in writing, history and geography is more limited in the classroom. Art is a strength of the school as is the development of using and applying skills in mathematics. The curriculum provided for the children in the Foundation Stage is good. It is well planned in small steps and enables the children to make good progress from the Foundation Stage into school at Year 1. The improvement made in curriculum provision since the last report is very good. The curriculum committee of the governing body is kept well informed of developments in school and is well aware of the school's strengths and weaknesses. The curriculum is well supported by clear policies and good schemes of work but, at the moment, there is an insufficient identification of skill development in some subjects, including science. This omission prevents the school from accurately tracking the continuity and progression of skill acquisition. There is an appropriate allocation of time to the curriculum areas with an emphasis on literacy and numeracy, although time within the day is not always used effectively, for example the first half-hour of the day.
22. The school rightly regards its inclusive practices as very important to the health, happiness and wellbeing of all its pupils. The school analyses the attainment of

different groups of pupils and has identified pupils who have special educational needs, families under stress and a small number of talented pupils who have attended extra-curricular local authority art provision in order to develop their skills further. The achievement of boys is recognised as an area requiring development and the school has received grants to assist them in this. The current timetable for pupils who need additional support with language and literacy means that a few pupils are not able to attend regular daily acts of worship along with other pupils. Appropriate access is provided for pupils with disabilities. There are very few pupils from ethnic minorities in the school and the existing racial harmony is very good. The school is awaiting information so that they can develop a whole-school policy for promoting racial equality as required by the Race Relations (Amendment) Act 2000.

23. The school makes very good provision for pupils with special educational needs. It benefits from a highly competent special educational needs co-ordinator, ably supported by a deputy and all members of the teaching staff. Pupils' abilities are accurately assessed and progress is carefully monitored. Individual education plans are drawn up for each pupil and targets set for improvement in numeracy, literacy and behaviour. These targets are incorporated into lessons and carefully monitored. There is a high level of co-operation between teachers and the special educational needs co-ordinator. Assessment and recording of progress are accurate and of a very high standard. The school keeps extensive information on pupils' progress and uses it well in making decisions about future provision. The school makes very good use of the resources available and uses classroom support staff very effectively. Provision for pupils with special educational needs is achieved through support in the classroom or through withdrawal groups. As a result of the quality provision, pupils with special educational needs are making good progress. There are occasions, however, when the withdrawal of pupils from lessons does interrupt their learning, for example from a science lesson to do some literacy work. The school has not yet fully examined the impact and effectiveness of withdrawing pupils from lessons.
24. There are effective methods for teaching literacy and numeracy throughout the curriculum although these are not always exploited sufficiently well in information and communication technology. However, they are consistently planned for in science, history and geography.
25. The school provides a good range of activities outside the normal curriculum. Club activities are run at lunchtime and after school and good use is made of skilled adults. Club activities change each term and provide a wide range of experiences for the pupils in the school. Activities include sports, football and athletics; art, music, recorders and country dancing; gardening, computers, a choir and opportunities to learn French and German. There is a good balance between provision for pupils in both key stages.
26. All pupils have access to the curriculum and no exceptions are made on the basis of gender. There are, however, a few occasions when pupils are withdrawn from their class to do other work. This was noticeable when some pupils in Year 4 were withdrawn from science to do some literacy work and some others from the daily act of worship, again to do some literacy work. This withdrawal also meant that these few pupils did not receive the daily entitlement to an act of worship at the same time as others.
27. The school does much for pupils' personal development and it is promoted through science and physical education, with an emphasis on health, and through art.

Provision is much improved from the last inspection. There is an effective sex and drugs programme where good use is made of adults from the community, including the police and school nurse. There is a strong emphasis on developing the pupils' ideas of citizenship through their involvement in a variety of activities in the school, for example helping in the Foundation Stage and organising a healthy diet check at lunchtime. The commitment to promoting this aspect of pupils' development is supported by the effective use of circle time. A good selection of books in the library on important social issues and the involvement in an initiative to make pupils more aware of their own safety are all having a positive impact in this important area of their development.

28. The community makes a good contribution to the work of the school. The police liaison officer talks to the pupils about road safety and drugs, and volunteers from the Dawlish bureau help with reading. Local residents make a good contribution through making 'glad bags', selling fruit and helping in history lessons, for example by relating their experiences in the last Great War and lending artefacts for the pupils to examine. The annual sports day is well supported and sponsored by a local estate agent. There is an active 'Friends of Westcliff Association' which makes a valuable contribution to the school through a variety of activities which include fund raising, helping in classes and running social occasions for parents.
29. There are sound links with the local secondary school. Pupils in Year 6 go to the secondary school for a 'taster' day and staff visit the school regularly to talk to the pupils. Parents have commented that the provision made prepares their children well for the move into secondary education. There are very good links with the local universities and the school provides places for students in training to become teachers.
30. The school's overall provision for spiritual, moral, social and cultural development is good. Provision for spiritual development is sound and has improved since the last inspection. The school provides an environment where pupils are valued as individuals and successes are celebrated through high quality displays and the award of certificates for good work and behaviour. The pupils are provided with opportunities to explore feelings, for example in a book of feelings and through moments for reflection in assemblies. The consideration of the values and beliefs of others is promoted through work on other world faiths and through myths and legends. The school now meets its statutory obligation by providing a daily act of worship, although these are not of a high quality and do not sufficiently involve the pupils.
31. Provision for the pupils' moral development is good. Pupils are encouraged to have a clear idea of what is right and wrong and to consider the effects of their actions on others. There are clear rules for behaviour and pupils are rewarded for positive responses. The Child Assault Prevention programme is used well to explore issues of personal rights and safety. Parents have reported that the school deals effectively with bullying and no incidents of inappropriate behaviour were noted during the inspection.
32. Provision for social development is very good. Pupils have a good understanding of what it means to work in a community and make positive contributions to the life of the school. They are given responsibility and make contributions through helping in classes, having a partner with whom they read and play partners during break times. Their consideration for the needs of others is evident in the way that they are learning to sign in Makaton in preparation for the arrival of a visually impaired child with poor

mobility. They make visits to residential homes to sing at Christmas and also spend some time talking with the people living there. The school's commitment to developing a good awareness of healthy living is also evident in its charity work, for example 'Jump Rope' to raise funds for heart research.

33. Provision for cultural development is good and has improved since the last inspection. It is promoted through a wide range of activities in the curriculum, visits and cultural links in the Comenius project. The pupils' appreciation of different cultures in the world is promoted through their work on India and Ghana in geography, paintings from Australia in art and Islamic patterns in mathematics. The school's involvement in local events, including Millennium celebrations and Westcliff county show, are good examples of the commitment to improving this aspect of provision. The school also makes good use of visits to support the curriculum and provides opportunities for residential activity for all pupils in Key Stage 2.
34. All these experiences are having a positive effect on the development and the learning of the pupils in the school. Provision is evident in much of the school's work but is not yet explicit in the planning for the curriculum and consequently, the use of time has not been fully assessed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. This is a caring school in which the well-being of the pupils is a priority. The staff know the pupils well. Most pupils know that they are valued by their teachers and respond accordingly. The pupils from families under stress and in care are well supported by the headteacher and her staff. Issues relevant to their lives are frequently discussed sensitively in assemblies and circle time. The school has also received a 'Heartbeat in Schools Award' for promoting healthy eating, healthy menus with suitable choices and maintaining excellent hygiene standards in the kitchen.
36. Procedures for child protection and for ensuring pupils' welfare are very good and have been maintained since the previous inspection. The headteacher is the named person responsible for child protection with the support of the special educational needs co-ordinator. There is a suitable child protection policy in place and all staff are aware of procedures and have received recent training. The school follows the procedures in the governing body's health and safety policy. The pupils have an awareness of safety issues particularly in science and physical education lessons as health and safety issues arise. Fire precautions, electrical checks and whole-school risk assessments are carried out regularly. Staff and ancillary assistants supervise pupils carefully at breaks and lunchtimes. There is always a senior member of staff in the playground each lunchtime. There are good arrangements in place for dealing with accidents. There are two members of staff fully trained in first-aid procedures but all staff have received some training.
37. Procedures for monitoring and improving attendance are very good. The procedures have improved since the previous inspection. The headteacher and educational welfare officer monitor attendance every week. The school takes a firm line on attendance matters and requires parents to write an absence letter when a pupil is away. The educational welfare officer provides very good support. Certificates are awarded for 100 per cent attendance.
38. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good and reflect the judgements of the previous inspection. Parents have expressed the view that when bullying does occur, it is dealt with fairly and effectively. There is a good self-esteem and positive behaviour policy in place, which incorporates a code of conduct and the golden rules. The policy is understood by the pupils and used consistently by most of the staff to manage behaviour. An appropriate scheme of sanctions is in place. The pupils are rewarded with badges and

certificates for good behaviour and work. The school supports behaviour management with

discussions during circle time. Relevant issues, such as behaviour and bullying, are discussed. A recent initiative by the school is the appointment of an adult play leader. During the lunch break, one class from each key stage is involved on a rota basis in activities such as using construction kits and role-play. The play leader instigates and supports these activities, encouraging positive relationships between mixed age pupils and good behaviour. No bullying was seen during the inspection and when challenging behaviour did occur, most staff dealt with it swiftly and effectively. Serious incidents of challenging behaviour or bullying are recorded by the headteacher, who informs parents and takes action as necessary.

39. Procedures for monitoring and supporting the pupils' personal development are good. This is an improvement since the previous inspection when procedures were informal. Personal, social and moral education is integrated within lessons. Circle time is used to discuss issues such as behaviour and feelings. Sex education is taught and the local police liaison officer supports road safety and drugs awareness sessions. The teaching of citizenship is being developed. Pupils set and review their own targets for improvement in co-operation with their teachers. This makes them evaluate their own learning and gives them insights into the progress they make. The school maintains effective links with outside agencies, such as the educational welfare officer, health professionals and the police. Termly multi-agency meetings are held which help to support the academic and personal development of the pupils. The success that the school achieves in the support and guidance of pupils has a good effect on learning and contributes to the school's efforts to raise standards.
40. The school has good procedures for assessing the attainment progress of the pupils and uses the information well to guide curriculum planning. This represents an enormous improvement since the last inspection when the school's lack of procedures was considered to be a key issue.
41. The school makes regular assessments of the pupils in English, mathematics and science and uses the National Curriculum level descriptors to support this work. The information from these assessments is used to set targets for pupils in English and mathematics and to make decisions about groupings within year groups, for example to determine the constitution of mixed age classes and ability groupings within mathematics. The process of setting targets does not sufficiently involve the pupils and the language in which these targets is expressed is sometimes not appropriate to their needs. The assessment information is used well to check the effectiveness of the school's initiative to improve the academic performance of boys. The school makes good use of a range of assessment techniques using optional year group tests and standardised reading tests to supplement the less formal assessments made by class teachers. Assessment for pupils with special educational needs is very good, ensuring that they receive a programme of work which is well suited to their needs. The school now complies with the requirements of the code of practice and statements and reviews are up to date. The individual education plans for pupils are used well and are reviewed regularly.
42. The system for assessment and monitoring academic progress is used well throughout the school. It is making an impact on provision but has not been in place long enough to become embedded in the school's provision to make a real impact. The assessment system in use in Key Stage 1 needs refinement. The baseline assessments and end of key stage tests are used but only very recently has there been a system to track pupils' progress through Year 1. Teachers keep accurate records of pupils' experiences and attainment but some of the statistical information from standardised tests is not dated and so does not give a clear picture of the level of ability.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The overall quality of the school's partnership with parents is good. The parents who attended the parents' meeting expressed positive views about the school and appreciate the openness of the class teachers. There was a good response to the parents' questionnaires. Some parents felt that pupils were not given enough homework and required more information about their children's progress. Others felt that there were not enough after-school activities offered. The findings of the inspection team confirmed that homework is not always given regularly and the pupils' progress reports lack information to assist the pupils to improve their work. However, there is a good range of after-school clubs and the headteacher and staff are working hard to further improve the school's relationship with parents.
44. The school now maintains very good links with parents, which have improved since the previous inspection. A monthly newsletter keeps parents informed of events and achievements. The Friends of Westcliff also issue a newsletter announcing social events and fund-raising activities. Parents are invited to three parents' meetings each year and to school productions. All events are well attended including the Christingle service at the local church and the school's recent production of Ali Baba. A suitable home/school agreement has been distributed but not all have been signed and returned by the parents. There is a noticeboard within school to inform parents of school and community events and the school issues parent/pupil questionnaires to evaluate their response to relevant issues.
45. Parental involvement has a very good effect on the life of the school. The Friends of Westcliff provide very good support organising social and fund-raising events. The group consists of parents, staff, pupils and some members of the school's governing body. There are at least two link parents from every class and activities are organised by the two co-ordinators. Each week the group organises the school tuck shop and sells fruit to the pupils at breaktimes. Approximately £3,000 is raised each year, which helps to support educational visits and purchase play equipment and resources. A sponsored bounce, organised by the group, contributed financially towards the building of the reading gallery.
46. The quality of information for parents has improved and is now good. The school has hosted sessions for parents to help them to understand the National Literacy and Numeracy Strategies and in developing art. Individual year groups also distribute curriculum and topic information. The governors' report and school prospectus are informative and contain all the required information. The parents of pre-school children are also invited to an induction meeting and given an information booklet about the school and helping their child to learn. Parents have the opportunity to consult the staff formally each term to discuss their child's progress. The pupils' progress reports were an issue raised at the previous inspection as they did not contain all the required information. However, the reports have improved and are now satisfactory. The headteacher has acknowledged that more information could be included to inform the pupils how they could improve their work.
47. The contribution of parents to children's learning at school and at home is good. The volunteer helpers include grandparents, parents, members of the governing body and the local community. Approximately 50 volunteers assist in classrooms, on educational visits and swimming sessions throughout the year. However, there are few volunteer helpers assisting in the Foundation Stage. Parents have helped to compile the story/games bags (glad bags) for the pupils in Key Stage 1 to take home

and share with their parents. They can also select mathematics games. All pupils, including those in the Foundation Stage, use reading diaries. The school has a policy in place for 'Working Together at Home', which is included in the school prospectus. Some parents help their children with homework tasks and listen to their children read but the response is limited.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the headteacher and senior management team are good. All key issues raised at the time of the last report have been addressed systematically and effectively particularly with respect to the educational direction of the foundation subjects. This has been clarified through the incorporation of the Qualification and Curriculum Authority's guidance. Issues of non-compliance with statutory requirements in design and technology, information and communication technology and geography, and for acts of worship and the special educational needs code of practice have been rectified. The senior management team has played a significant part in this process. The school's aims and values are reflected well in its work. The governing body has a good balance of experience and expertise and works well as a unit to fulfil its statutory obligations.
49. The headteacher provides a clear sense of educational direction. A distinctive feature of the school, noted in the last inspection report, is her strong pastoral leadership. The school is particularly successful in promoting pupils' personal, moral and social development and creating a safe and welcoming environment where children are happy and cared for well. This is evident throughout the school day, in classrooms and particularly at break and lunchtimes. As well as undertaking a small teaching commitment herself, she visits all classrooms regularly and makes both formal and informal observations of teaching. The school development plan is of good quality incorporating both long-and short-term targets. The detailed annual targets are fully costed with success criteria and monitoring roles and responsibilities identified. The recently completed improvements to the school building with the development of the information and communication technology suite and the imaginative development of a reading gallery have enriched the curriculum and learning opportunities for pupils. However, the achievement of excellence in teaching and learning and helping every child to achieve full potential, identified within the last report, whilst having been partly addressed through better development planning, still remain targets for further development. The senior management team, which includes the deputy headteacher and the two key stage co-ordinators, support the headteacher well. Teaching staff, including learning support assistants (LSAs), know the pupils well and are conscientious and hard working. Two experienced and able administrators provide good support for the management of the school.
50. Governors are actively involved in school life and the headteacher and senior management team ensure that they have a good understanding of curriculum issues and the challenges of raising standards. Members have undertaken local education authority training to improve their effectiveness. There is a good committee structure enabling governors to make good use of their skills particularly in finance, premises and health and safety. Governors have a good understanding of the strengths and weaknesses of the school and, for example, have endorsed decisions to target funding to support year groups where test results identify specific areas of need. Good communications and effective working relationships are well established between the governors, headteacher and senior teaching staff. Co-ordinators provide the governing body with curriculum development information and there is a planned rolling

programme of reporting which is an effective communication strategy. The governing body agrees both the school's budget and development plan. The group has a good understanding of the local community and is increasingly judging school progress against national test data and by making comparisons with similar schools. However, despite this involvement and becoming more questioning and critical, governors currently make insufficient input into the school development plan.

51. The monitoring, evaluation and development of teaching is good. With the introduction of the National Literacy and Numeracy Strategies, the local education authority advisers provided guidance and demonstration lessons as the basis for improving teaching. However, subsequent monitoring and development of teaching has been 'in-house' since support from the local educational authority is limited. The headteacher has observed teaching in all classes. Literacy and numeracy have been the chief focus of development. The English and mathematics co-ordinators have monitored planning, scrutinised pupils' work and developed subject portfolios. However, the majority of co-ordinators have not had sufficient opportunities to observe teaching throughout the school and gain an overview of standards, particularly at the end of each key stage, and to monitor continuity; this is a weakness. A good system for performance appraisal is in place for teaching staff and this links well to the professional development of all staff and to school improvement priorities. In-service education for all staff is given appropriate priority. Staff development is appropriately linked to individual needs and those of the school. A recently established school performance management policy of good quality has resulted in agreed targets being set for all teaching staff. There has not been enough monitoring of teaching contributions by part-time and regular supply staff to ensure that this helps improve the continuity of pupil experience in classes where senior teachers receive regular release to undertake management roles.
52. The provision for special educational needs is given a high priority in the school as reflected in the budget allocation for learning support assistants. Learning support assistants are well trained and effectively deployed to optimise their contribution throughout the school day. Priority has been rightly given to targeting their support to activities involving literacy and numeracy support where these pupils make good progress. The specific grants, enhanced by financial resources allocated by the school, are used very effectively to ensure provision is of good quality. The use of the data to ensure the cost effectiveness of this spending is not developed sufficiently well.
53. Financial planning is good and is linked well to educational development. Initiatives are prioritised and linked to school development planning. The school aims to keep a small funding balance for contingency purposes. There is a clear process of consultation with staff, and co-ordinators as budget holders are required to submit costed resource plans. Budget monitoring by the headteacher, administrator and the governors' finance committee is secure. The experienced administrative staff provide good support ensuring the smooth day-to-day running of the school. The school's use of technology is good particularly with respect to finance. Increasing use of computers is evident in teachers' planning. Baseline and assessment data from standardised tests are being used satisfactorily to set targets for academic improvement. A computerised assessment programme, to be introduced shortly, will improve current arrangements. It will enable faster tracking of all pupils as individuals and therefore simplify and refine the monitoring of progress and setting of pupil targets. Funds for specific purposes are allocated very well against well-defined objectives. They are spent effectively and are supporting teaching in literacy, numeracy and information

and communication technology in particular. The schools application of the principles of best value is satisfactory. The most recent auditor's report concluded that financial systems and controls were well organised and administered, financial policies were of good quality and that resource planning and budgetary control were good. All minor recommendations in the report have been acknowledged and addressed. Very good use is made of local education authority financial expertise and budget projections are made for three years. A planned budget surplus of approximately five per cent is carried forward to protect staffing, Reception provision and for contingencies.

54. The school is staffed well. It has a good level of staff with appropriate qualifications and experience to teach the subjects of the National Curriculum, religious education and children in Reception. The qualifications and experience of the staff are well matched to their responsibilities. There is a good number of support staff who are deployed effectively to support pupils, including those with special educational needs, particularly in the development of literacy and numeracy skills. The shared commitment to improvement and capacity to succeed in raising pupils' standards of achievement is good. The school has a good written policy for the induction of new staff and provides good, practical support to newly qualified teachers in conjunction with the local educational authority programme. The school handbook is a satisfactory document for teaching and supply staff but it is difficult to find relevant information quickly. The school provides good support for teachers in training with a number of senior staff trained as mentors.
55. Accommodation is satisfactory overall. Although the building and grounds are well maintained and recently improved, for example by the outside quiet area and with the addition of the reading gallery and computer suite, the design has limitations that affect teaching. Some classrooms are small and others 'L' shaped and these factors inhibit innovative teaching and present issues of class management and organisation that teachers work hard to overcome. The internal arrangement of classes requires one Key Stage 1 class to be situated with Key Stage 2 pupils. There is also a temporary outside building used by a Key Stage 2 class. These factors cause some organisational difficulties and have a time cost when groups move between the school for mathematics sets and activities. Classrooms are enhanced by attractive, carefully planned wall displays. The school lacks a separate playground area for the youngest children in the Foundation Stage. Learning resources overall are satisfactory. There is a learner pool on site, a satisfactory number of computers and a good selection of books. However, the school lacks sufficient electronic keyboards to fulfil the requirements of the music curriculum.
56. This is a school that has worked hard to address issues raised in the previous inspection report. The quality of teaching for the under-fives and in both key stages is good overall and the deficiencies identified by the previous inspection in subject curriculum areas have been rectified. The school has demonstrated good improvement since the last inspection. The school has an average income per pupil. Taking all evidence into consideration, including pupils' attainment overall, the school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. To improve the standards of pupils, the headteacher, governors and staff should:
- **Raise the standards in English and mathematics by:**

- ensuring marking is more consistently used to help the progress of all pupils;
 - developing further the systems for target setting.
- (see particularly paragraphs 18, 19, 20,23, 24 and 26)*

Particularly in English by:

- ensuring that the range of different styles of writing are more consistently used within different subjects such as history and geography;
- continuing to develop the writing element of the National Literacy Strategy.
(see particularly paragraphs 69 to 78)

Particularly in mathematics by:

- ensuring that mathematics is used in other areas of the curriculum;
- further developing the use of information and communication technology.
(see particularly paragraphs 79 to 85)

• **Raise the standards in music by:**

- reviewing the provision for music within the school;
- improving the confidence levels of teachers;
- monitoring the effectiveness of the present systems.
(see particularly paragraphs 122 to 127)

• **Improve the quality of learning of all pupils through:**

Making better use of time by:

- reviewing the present arrangements for the timing of lessons especially in the morning;
- implementing any changes that will allow a more productive use of time and monitor and assess its effectiveness.
(see particularly paragraphs 23, 26 and 75)

And raising the level of all teaching to that of the best by:

- using the monitoring information that has already been collected and establishing the particular strengths;
- establishing where the best practices are to be found and using this a model to improve the quality of teaching overall.
(see particularly paragraphs 14 to 20)

Minor Issues

In addition to the key issues mentioned above the governors may wish to include the following minor issues in their action plan:

- including more investigational work in science (*paragraph 5*)
- Building a school council (*paragraph 12*)
- Finding yet more ways to encourage pupils to arrive on time and to take holidays other than in term time (*paragraph 13*)
- Finding ways of including ICT work in the classroom (*paragraph 21*)
- Increasing the amount of governor involvement in the school development plan (*paragraph 50*)
- Using ICT more in art and design lessons (*paragraph 95*)
- Developing storage areas for practical work (*paragraph 104*)

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	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	20	43	30	5	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)		302
Number of full-time pupils eligible for free school meals		74

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		9
Number of pupils on the school's special educational needs register		76

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.9
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	19	22	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	18
	Girls	13	16	21
	Total	22	24	39
Percentage of pupils at NC level 2 or above	School	54 (73)	59 (78)	95 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	17	15
	Girls	17	20	20
	Total	26	37	35
Percentage of pupils at NC level 2 or above	School	63 (83)	90 (83)	85 (76)
	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	20	21	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	15
	Girls	18	14	18
	Total	30	25	33
Percentage of pupils at NC level 4 or above	School	73 (66)	61 (70)	80 (79)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	15
	Girls	18	15	18
	Total	28	26	33
Percentage of pupils at NC level 4 or above	School	68 (62)	63 (68)	80 (70)
	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	302
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	3	2
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–Y7

Total number of qualified teachers (FTE)	12.9
Number of pupils per qualified teacher	23.41
Average class size	27.45

Education support staff: YR–Y7

Total number of education support staff	11
Total aggregate hours worked per week	236

Financial information

Financial year	1999/00
	£
Total income	577,179
Total expenditure	589,918
Expenditure per pupil	1,966
Balance brought forward from previous year	42,010
Balance carried forward to next year	29,271

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

302

Number of questionnaires returned

105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	3	0	0
My child is making good progress in school.	46	46	7	0	2
Behaviour in the school is good.	46	47	2	0	6
My child gets the right amount of work to do at home.	31	37	22	4	6
The teaching is good.	55	38	4	0	3
I am kept well informed about how my child is getting on.	46	41	10	1	3
I would feel comfortable about approaching the school with questions or a problem.	64	30	3	1	2
The school expects my child to work hard and achieve his or her best.	56	38	4	0	2
The school works closely with parents.	48	43	7	1	2
The school is well led and managed.	53	39	5	0	3
The school is helping my child become mature and responsible.	53	38	7	0	2
The school provides an interesting range of activities outside lessons.	45	44	7	0	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Children enter the pre-school class with ability that is well below that which might be expected. They make good progress from the time they enter the Foundation Stage to leaving the Reception classes because of the very good teaching that is taking place in all the areas of learning. Activities are planned well in small steps that are imaginative and enjoyable. This enables children to experience all the areas of learning through structured activities, games and play and ensures they are prepared well to start work on the National Curriculum.
59. The school admits children into school in September and January each year. There is a pre-school group, who are taught on two mornings a week, and two full-time Reception classes. Many of the children have attended some kind of group, nursery or pre-school before entering the Reception classes. At the time of the inspection, around a quarter of children in the Reception classes were not yet five. These children had been in school for only five months, had settled in well and were able to take part in the same activities as the others.

Personal, social and emotional development

60. From a very low starting point, the children make good progress in their personal, social and emotional development as they move through the Foundation Stage. The sensitive arrangements made to introduce children into the pre-school and Reception classes allow them to settle quickly into the routines and activities of their early school experience. Parents are invited into school to meet with teachers who visit the homes of children starting in the school. As a result, teachers are aware of the children's different experiences. This forms a very good basis for supporting children's emotional development when they are away from their parents in a new environment.
61. Children come happily into school at the beginning of each session. They feel confident and secure with familiar adults and follow the routines of the day appropriately. As the Reception class children arrive in their classrooms each day, they select and plan the activities they will take part in during their independent learning during the day. All the children are interested and often excited to learn and play with each other. Pre-school children are particularly considerate about the needs of others, for instance those who have physical difficulties or health problems. They do their best to help these children to feel safe and show care and concern at all times. However, in the current Reception classes, over a third of the children who are already five still do not maintain attention, concentrate and sit quietly when being taught in whole classes or small groups. Many opportunities are provided to allow children to express their views and feelings but the immaturity of some children sometimes slows down the pace at which they learn. When working together in their chosen activities, most of the children understand the ways in which they should behave, taking turns and sharing toys and equipment, but there are a number of children who still find sharing difficult. All children in the Foundation Stage respond well to directions from the teachers and other adults who help them in their classes.

Communication, language and literacy

62. Children are making good progress as they learn to communicate with each other and with adults through the many opportunities offered to them in language and literacy during the Foundation Stage. Children are encouraged to share conversations with adults and are given good role models to develop their spoken language. They are encouraged to talk about their experiences at home and at school, and are gaining in confidence as they take part in role-play activities, asking for help when they need it. Children in the pre-school act out their roles in the clinic. Their speaking skills are developing well as they discuss who will be the doctor or receptionist. During physical education sessions for the Reception children, the pre-school children are able to use the resources in the Reception classrooms. All the children are extending their knowledge of language by beginning to be aware of other ways of communicating. They enjoy learning the Makaton system of signing so that they can 'talk' to children who communicate in this way and this is reinforced by teachers as they go through the day. Children regularly use a listening station where they can hear stories or music. However, despite the best efforts of the teachers, at least a third of children in the current Reception classes who are five are still finding it difficult to listen to others and sustain attentive listening as required by the Early Learning Goals.
63. Children thoroughly enjoy reading the 'big books' and regularly take home reading books that they handle well. They understand the stories, remember familiar words and can explain what is happening to characters in the story. Teachers encourage children to predict what will happen over the next page. Currently, they are learning about their bodies. Children in the Reception classes can recognise and read the words representing the five senses and can point to parts of their body such as the tongue or nose. They are gradually building up their knowledge of how words are put together through learning the sounds that letters make. Teaching encourages children to explore and make up new words. All can recognise their names and can write or trace them. Children are also able to write labels or lists, for example for shopping, showing how to use writing for different purposes. Most have not yet securely remembered all the vowel sounds and letters and mix up capital and small letters. Although they can make the sounds of many letters, they do not always remember the letter names. Good handwriting skills are being taught. Around a third of children in the Reception classes are consistently able to write simple, regular words with one syllable and form simple sentences with capital letters and full stops as required by the National Literacy Strategy.

Mathematical development

64. Children are making good progress in mathematical understanding as they move through the Foundation Stage. This understanding is encouraged through songs, stories, games and imaginative play. Children are encouraged to recognise numbers in everyday life. Their knowledge of number games and counting is very good throughout the Foundation Stage. They can match the numbers to the children present in the class or the objects they count. For instance, when counting plastic animals they have no difficulty in counting them to ten and beyond. They can sort the animals into two groups of different colours. However, currently in the Reception classes, the majority of children cannot yet grasp the concept of calculating through adding or subtracting from numbers up to ten. This is particularly so for boys. Around a quarter of these children can put in order random numbers between ten and twenty and most of them are beginning to record numbers to five although many are not yet consistently successful. Children are encouraged to make predictions and estimates of how many objects they can see. They can recognise different shapes and are aware of space when making patterns and using different construction kits. They

effectively match shapes together. Children's understanding of measure is developing well as they fill and empty different containers using, for example water or sand.

Knowledge and understanding of the world

65. The area of learning known as knowledge and understanding of the world provides a foundation for historical, geographical, scientific and technological learning. It focuses on children's developing knowledge and understanding of their environment, other people and features of the man-made world. When using the computer, children have good control of the mouse and use the correct vocabulary when pointing it to select the first letters of words displayed on the screen. Children smell and recognise different substances such as dry coffee, tea, after-shave or curry powder. They decide which they think are weak or strong smells. They know which they like or dislike. They are very interested in this activity and concentrate very well. In their chosen independent activities, children plan and construct imaginary buildings that they are proud to have photographed. At the listening station children regularly listen to and enjoy musical and story tapes. They are developing their senses and natural curiosity as they explore new experiences by using, smelling and tasting. Children's learning is very good and they make good progress as they explore and investigate new experiences prompted by very good questioning from their teachers.

Physical development

66. Children are making good progress with their physical development. Their co-ordination is developing appropriately as they move together to songs, in dance and in games and swimming. Children handle scissors well and enjoy cutting and sticking as they assemble collages to mirror the pictures they have drawn and coloured earlier. Their finer motor skills are also developed as they use small world toys and floor construction toys. Outside they are confident as they balance along skipping ropes laid on the ground, or along upturned benches. They control and direct bikes successfully as they pedal and steer. In games, most Reception children are able to catch a ball after a bounce and all can kick with some success. Although the school is planning to construct a secure, separate play area, teachers' daily planning ensures that children use the school facilities to the full and extend their skills daily through games, swimming and dance.

Creative development

67. Children are given time to explore and experiment with a good range of ideas, materials and activities. Once started, they are eager to finish their work, for instance when designing a picture, they continue until it is finished to their liking. They choose materials that feel different, such as cotton wool, foam or pan scrub and stick them appropriately to form a collage picture that mirrors their coloured design. They are encouraged to use all their senses imaginatively through dance, music, art and craft. Children's control of a variety of good quality musical instruments is very good as they explore long and short sounds, or listen for high and low sounds. They sing simple songs or chant rhymes as they develop their singing voices. They express their thoughts and feelings in a variety of ways through a good range of creative activities, responding to what they hear, see, smell, touch and feel. Children make very good progress in their creative development.
68. **Teaching** is very good and this enables the children to learn in small, well-planned steps. Teachers and adult learning support assistants work very well together as a

team. All planned work is appropriate to each child's stage of development and activities are stimulating. There are opportunities for children to take part in activities planned by adults and activities that they plan themselves. Teachers know how the children learn most effectively and are aware of those who need additional help. Children who have special needs are identified early and action is taken to make sure they are making as much progress as possible. Planning is based upon the Early Learning Goals combined with the National Strategies for Literacy and Numeracy. Assessment of children's work is thorough. Currently, children's final assessments at the end of the Reception classes still use the Desirable Learning Outcomes as benchmarks as teachers await the new government scheme. Children are assessed from their entry into school, through daily assessment notes (related to the new Early Learning Goals and national strategies) and the final assessment before children move into Year 1. Teachers know their children very well. They work as closely as possible with parents and information is consistently given to encourage parents to take a full part in their children's learning. A small number of parents and visiting students assist the teachers in classes, for instance in helping children to read. Pupils from Year 6 spend time (on a rota basis) with the pre-school children. Although the older pupils experience working with the children as they choose their independent activities, a more structured approach from the teachers as to how the older pupils use their time needs review. There has been collaborative work between teachers of different pre-school and play groups in the area so that they all work to the same standards with the children. A useful document has been produced to bring together the decisions made and to share similar examples of children's work.

ENGLISH

69. Over the past four years, results of national tests have been significantly lower than the national average. Pupils in the present Year 2 are performing better than last year. In reading, attainment is close to the national average and in writing, slightly below. This is because the school has focused its attention on improving the performance of all pupils. This has been done by analysing the results of previous tests and targeting the work more precisely to individuals. It has also helped to bring the teacher assessment and test results closer in line. Good progress has been made since the last inspection as this was defined as an issue at the time. Boys do significantly less well than girls in writing and this has been reflected in test results.
70. Pupils in the present Year 6 are achieving average results although a large proportion gain the average Level 4. Overall, the number of pupils gaining the higher Level 5 is below that nationally. As with Key Stage 1, this is because of the number of pupils entering the school during Key Stage 2 with various special educational needs. Boys in Year 6 are not doing as well as girls but this is less significant than in Year 2. This is because the school has been taking effective steps to address the under-achievement of boys. Initiatives include obtaining books which will specifically interest boys and to develop boys' interest in lessons more. There are few high attainers in Year 6 but specific work enables them to achieve at the correct level for their ability.
71. Pupils' ability in speaking and listening is average in Key Stage 2 but slightly below at Key Stage 1. A significant number of pupils in Year 1 have a limited vocabulary and find listening difficult. During class discussions, they call out and seek attention. The teachers use good strategies to improve this so that by the end of Year 2, pupils are more attentive and articulate. During Key Stage 2, teachers provide good opportunities for speaking and listening and learning is better. Pupils in Year 6 use a good range of arguments when they are talking but sometimes still have difficulty in

searching for the right words to use. This is especially the case when they are using specialist vocabulary such as in science. However, their listening skills are greatly improved. Only when the teacher's expectation of behaviour is too low do pupils interrupt or call out.

72. Pupils in Key Stage 1 read accurately but haltingly at their level. They use a range of phonic skills to help them build words and younger pupils use picture clues to help them. They are able to talk about the story they are reading and explain why they like it. They are not so good at understanding or explaining why events take place and what will happen next. This is one of the reasons why pupils do not achieve the higher level 3. By the end of Key Stage 2, pupils have average reading skills and there are a number of pupils who have a good depth of knowledge about authors and styles. The overall ability level is better in Year 5 than in Year 6 although when talking with one Year 6 pupil, a high level of discussion took place about the relative merits of different authors and why the books that were being read had been chosen.
73. Writing standards at Key Stage 1 are below average overall. A large proportion of pupils achieve the average Level 2 but the number achieving the higher Level 3 is below that nationally. For many pupils the level of descriptive writing is low because they do not have sufficient depth of experience in the types of books that they read and from a very wide range of texts and styles that they have used. This is what might be expected of the national average. The teachers try very hard to improve these opportunities by improving writing skills within the literacy hour. Standards in Year 6 are below average. Pupils use a good range of styles such as letters, poems and adventure stories but their use of descriptive language is very limited. In addition, when writing extended stories, there is little intricacy in the plots or in the use of language to create excitement for the reader. Handwriting through the school is generally well presented because there are regular opportunities to practice. Many books are presented well but there are a significant number of pupils whose work is not so neat. Pupils have regular spelling tests that are helping to reinforce work in the class lessons. Some of these relate very closely to technical language in other subjects such as geography. Computers are being increasingly used for word-processing although their use is more limited for drafting and reworking stories.
74. Pupils in both key stages make sound progress in their learning because the teaching is good overall. Teachers use a suitable range of different strategies to interest and motivate pupils in their classes. Planning has improved since the last inspection. The effective implementation of the literacy hour has helped focus this. The strategy is effectively followed and as teachers have become more confident with the implementation, it is being used in a way that is relevant to the particular needs of the school. This includes writing from other subjects and a range of interesting texts as part of the first whole-class discussion. It has also helped teachers become more aware of the actual levels that pupils should be reaching in each year group and improved target setting. The language used in these targets is often not appropriate and refers directly to objectives in the National Literacy Strategy. Whilst this is helpful, some pupils do not understand the language that is being used because it is not child-friendly.
75. Teachers use different organisational methods for their classes but these are all linked closely to the National Literacy Strategy. In most lessons, these are very successful in enabling pupils to move their learning on at a good pace. The result of this is seen in the good levels of interest, motivation and concentration that are evident in many English lessons. Where the organisation is unsatisfactory, as seen in a Year 5/6

lesson, the pupils quickly became bored with the tasks they were doing and started to chatter amongst themselves. English lessons are mainly in the morning session. Levels of concentration fluctuate because some lessons are too long whilst others are hurried because of the lack of time. This has not been fully analysed to make the best use of the timetable. In general, most conversation that goes on during group work is directly concerned with the task in hand even when the teacher is not working directly with the group. This was good in a Year 3/4 class where the task was highly challenging. The teacher in this class had a particularly good understanding of the criteria for the National Literacy Strategy and was using it to good effect.

76. All teachers have high expectation about what they want pupils to achieve. These are often shared with the individual pupils through the targets that they have been set. Pupils are aware of what is expected of them. In the best cases, the teacher also sets good time targets for completing work so that pupils will know when they have not achieved what is expected of them. The best cases of this were seen in Year 6 where the classteacher had good relationships with the class and laid out clearly what was expected within the 25-minute period. When the teaching is weaker, the teacher does not give clear instructions. Inevitably, the pupils are not sure whether they have done what the teacher has asked and again have to discuss this with other pupils on the table. This then wastes time. Because of the otherwise good level of teaching through both key stages, pupils acquire a sound level of knowledge which has been developed through the planning of different skills. Teachers sensibly reinforce what has already been learnt because pupils not only find it hard to retain knowledge, but also have difficulty in using that knowledge to develop better understanding. This is the main reason why progress is only just satisfactory.
77. Pupils with special educational needs make good progress towards the targets set for them. They are given support by well-trained learning assistants. The individual education plans relate well to various language targets and teachers use a combination of withdrawal and in-class support appropriately. The literacy hour has been implemented well and good progress has been made in the subject since the last report.
78. The co-ordinator for the subject has a very good view about how and where improvements should be made. This includes a subject development plan that links well to the school improvement plan. Various initiatives have been undertaken including 'Grammar for Writing' and she is presently involved in examining the English provision for the early years. This has had a positive impact on standards and the subject is still part of a strategic three-year plan. A substantial amount of monitoring of teaching has taken place and this has helped improve classroom techniques. Support has also been offered to other colleagues who are less confident in teaching English. Resources for the subject have been increased and there is a well-developed and recently refurbished library that is further helping improve the learning potential. Teachers use a wide range of good quality books in lessons as well as other resources, such as story bags, to enhance the opportunities for pupils to become interested, motivated and to talk with each other.

MATHEMATICS

79. Satisfactory progress in mathematics has been made since the previous inspection. At that time, most pupils attained the expected level at the end of both key stages but progress was uneven across the school. In the majority of classes, this unevenness has been rectified. This is because of the introduction of the National Numeracy

Strategy which has improved teachers' subject knowledge, increased expectations and resulted in work more closely matched to the pupils' attainment. Assessment practice has improved since the last inspection and the numeracy strategy is resulting in reinforcement of learning as topics are revisited. In a minority of classes, work still needs to be matched more closely to pupil attainment, in particular by challenging the more able. Inspection evidence shows that attainment is improving. In Key Stage 1, attainment is higher amongst Year 1 pupils. The improvement is evident in Key Stage 2, particularly in Years 4 and 5 who gained better results in the national tests at the end of Year 2 than the current Year 6. This progress is associated with good planning and the use of setting in Years 3 to 6. In the 2001 tests for pupils in Year 6, a much smaller number achieved levels that were significantly low because of the good teaching that has taken place with pupils of lower ability. The school sets targets for achievement for the end of both key stages. These targets are based upon assessments when pupils enter school and results in national and optional tests. The targets are sufficiently challenging although only a small number achieved the higher levels at the end of both key stages.

80. In years 1 and 2, attainment is broadly in line with national expectations and pupils are making satisfactory progress. The percentage gaining Level 2 and above is high as it was last year. The percentage of pupils gaining higher grades (Level 2B and above) has also increased and is broadly in line with national averages. However, the percentage gaining Level 3 has fallen slightly. The majority of Year 2 pupils can add and subtract single-digit numbers mentally. They are developing a good understanding of place value up to 100, count in tens, fives and twos and know these as multiplication tables. They tackle and discuss number pattern work and can, for example, identify odd and even numbers. The higher attaining pupils can order numbers below one thousand recognising hundreds, tens and units, double three-digit numbers and in addition, know the three times table. Pupils know the names for common two-dimensional and three-dimensional shapes and can identify their properties. They are also confident in using a range of mental and written methods, develop a good mathematical vocabulary and are beginning to understand inverses. Some of the best work is linked to number games, challenges and investigations. For example, in the Year 2 class, pupils were observed working in two competing teams adding and subtracting nine by adding and subtracting ten and adjusting. All pupils participated enthusiastically and because of good teacher questioning of individuals, the work was challenging. However, in this class, greater attention needs to be given to correction of reversals in digit formation and the establishment of routines for independent working. In two of the Key Stage 1 classes main activity, work failed to include sufficient challenge for more able pupils. In both Year 1/2 classes, lower attaining pupils worked in a small group with a learning support assistant at well-chosen number tasks and made good progress because of good questioning and targeted individual support. Number lines, hundred squares and cubes and equipment are used regularly and pupils are confident in their use.
81. Setting arrangements and sound teaching are helping pupils improve numeracy skills throughout Key Stage 2. Pupils' learning is at least satisfactory in all but a minority of lessons. Pupils in the Year 5/6 top and middle sets are benefiting from consistently good teaching and are making good progress. The majority of the current Year 5 pupils from these two sets are already secure when tackling Level 4 work which is a good basis for improving the percentage of Level 5 grades next year. Additional funding has been used to good effect with Year 6 for individual conferencing and to raise the confidence of Year 5 pupils whose performance is judged as borderline. Satisfactory progress is evident in Years 3 and 4 where setting enables work to be

more closely matched to the wide spread of ability. The work with lower attaining pupils concentrates on developing accuracy in handling numbers below 100 and developing secure place value understanding. By the end of Year 6, the majority of pupils handle numbers confidently. They have developed a satisfactory understanding of place value, use efficient written methods to solve number problems and understand inverse operations. They add and subtract decimals to two places and understand connections between simple fractions, decimals and percentages. All but a small minority describe the properties of two-dimensional and three-dimensional shapes and classify angles. About a sixth of pupils use associated language, such as congruent, similar, internal and external angles, circumference, radius and diameter. These higher attaining pupils are confident with negative numbers, can read, interpret and construct a range of graphical representations and solve long multiplication problems using a standard method. Presentation of work in Year 5/6 is variable, even within books of able pupils in the top set. Instances of uncorrected spelling of mathematical terminology such as 'symmetry' occur. Pupils in the lower set in Year 5/6 have covered a good range of work with due attention given to presentation and layout of computation. A strength of teaching throughout the key stage, especially with more able pupils, is the opportunities provided for investigation, problem solving and challenges which motivate and engage pupils' interest. However, pupils' achievement in the end of key stage tests does not reflect the standards of work covered in class during the year. This is because, despite good teaching, not all pupils can recall or explain areas previously covered or apply the skills learned under test conditions. For example, individuals were uncertain about work covered including how to use the protractor to measure angles, solve long multiplication problems or find the mean, mode, median and range of a set of data. Furthermore, not all pupils pay sufficient attention to presentation and accuracy for example when measuring. About 65 per cent of pupils gained Level 4 and above with fewer pupils gaining the higher Level 5 than expected nationally. However, these pupils have made satisfactory progress since taking the Key Stage 1 national tests in 1997 when their attainment in mathematics was well below the national average. Routines of independent and collaborative working are established well in two of the Year 5/6 sets. However, in the lower set, a combination of inappropriate pupil behaviour and poor use of time resulted in an unsatisfactory lesson being seen. Despite good planning, the introduction was overlong, lacking pace because of poor pupil behaviour. Within the main activity, there was a failure to develop and use checking strategies and as a result, pupils failed to identify and correct basic errors. In this class, insufficient attention had been given to marking.

82. Overall, learning is satisfactory in both key stages though it is unsatisfactory in a minority of Key Stage 2 lessons. Most pupils display satisfactory attitudes to mathematics and enjoy the variety of activities within the numeracy hour. The oral and mental starters are effective. Most pupils settle to group tasks after initial introductions and sustain concentration but there are occasions when more able pupils would benefit from greater challenge. It is noticeable that in the middle and lower sets in Key Stage 2, the teachers have to work hard to motivate pupils and ensure that they work at sufficient pace. Overall, behaviour is satisfactory in both whole-class and group activities though there are a minority of pupils, often boys, in some sets who demand teacher attention and slow the pace of learning. Pupils with special educational needs make good progress as the result of well-planned, small group activities that are monitored well by learning support assistants. Mathematics makes a satisfactory contribution to pupils' personal development as it provides opportunities for co-operative pair and group work.

83. Overall, the quality of teaching in both Key Stages is satisfactory. Teaching in Key Stage 1 is never less than satisfactory and in a minority of lessons it is good. In Key Stage 2, the quality of teaching ranges from unsatisfactory to good. The most effective lessons have a brisk pace, enhanced by the use of timed targets and the judicious use of praise. The most successful teachers exemplify good subject knowledge, have high expectations and have well established classroom routines that promote pupil independence. Unsatisfactory teaching is related to the classroom management of a minority of individuals whose inappropriate behaviour disrupts the pace and flow of planned activities. Lesson planning, using the National Numeracy Strategy structure and objectives, is good. Lesson objectives are shared with pupils and teaching methods are effective. The quality of the mental and oral starters and plenary sessions is good. This is because careful consideration has been given to questioning, language development and the requirement that pupils explain their methods and strategies. Marking is satisfactory overall, but very variable; some is detailed and helpful, but there are examples of errors such as $6 \times 6 = 12$ remaining uncorrected and instances of unmarked work. Currently, there are inconsistencies in the expectations for presentation of work and the feedback pupils receive from marking. The best practice of regular marking with evaluative feedback and commentary needs to be adopted by all teaching staff. Learning support assistants are well briefed by class teachers, understand the purpose of activities well and have established good relationships with the pupils and therefore support pupils' learning effectively.
84. All pupils follow a curriculum based upon the National Numeracy Strategy. Teachers use the framework well and weekly planning is of good quality. A good range of mathematical experiences is planned with good assessment procedures in place. Mathematical skills are being used effectively in other subjects. Opportunities for pupils to construct and interpret graphical information are exploited successfully in science and geography. However, cross-curricular links are not identified in sufficient detail. This is of particular importance because of the two-year rolling topic programme and the different times when these links are developed. Information and communication technology is used well with pupils producing graphs and using spreadsheets. The subject development plan rightly recognises the need to purchase further software to extend the use of computers in mathematics teaching in the new computer suite. A distinctive feature of many classrooms is the effective use of display for teaching and learning. A history of mathematics display of high quality by Year 5/6 was very effective in consolidating and communicating learning.
85. The headteacher co-ordinates mathematics and provides good subject leadership. She is supported well by a Key Stage 1 teacher. Both are enthusiastic and provide appropriate support for colleagues. A useful portfolio of levelled examples of pupil work demonstrating the use and application of mathematics has been collated. Monitoring is well structured with paired teacher observations in addition to formal monitoring of all staff with written feedback. This has provided the co-ordinator with a clear picture of standards throughout the school and the strengths and weaknesses in the subject. This information contributes with test data to the identification of clear written targets for each year group. Conferencing of pupils has been successfully introduced with Year 6 pupils. These developments, coupled with further work sampling and the introduction of a computer programme for tracking individual performance, should enable the school to make further progress in meeting national targets.

SCIENCE

86. Attainment in science is broadly in line with national expectations at the end of both key stages and the school has maintained the standards identified in the previous report. In the teacher assessments at the end of Year 2 for 2001, over three-quarters of the pupils achieved the national average but none achieved the higher Level 3. This indicates that there are few high achievers. The present Year 6 achieved higher standards in the year 2001 tests where 85 per cent gained the average Level 4 or above. This was an improvement on the previous year. A larger number of pupils achieved the higher Level 5 indicating that those with higher ability have progressed suitably. Pupils in Year 6 know about the importance of health and have a good knowledge of the human skeleton and its function in the body. Their work on forces has included magnetism and a consideration of various kinds of force including the upthrust effects of water. They carry out investigations with care and accuracy but have insufficient experience of deciding on the appropriate methodology for their tests. The majority of pupils in this key stage are making steady progress and achieving standards which are broadly in line with national expectations. Their poor attitudes and their unwillingness to work together inhibit progress of a small number of pupils, particularly in Year 4. Pupils in Year 3 have investigated the effects of adding materials to water and have noted that some of them dissolve. Their studies of forces have included identification of areas of friction on a bicycle where good use was made of a video as a stimulus. Year 4 pupils know about the uses of electricity and can identify the effects of gaps in circuits. Their work on light has included a study of shadows and the function of the human eye. They are beginning to use predictions in their investigations and describe the results of investigations but are reluctant to suggest any reasons for what they have seen. The science in Year 4 has enabled the pupils to study light and examine some its properties, that it travels in straight lines and forms shadows. They know about bacteria and how decay has an effect on their teeth. All pupils have a good level of understanding of the importance of health and know that exercise and a balanced diet contribute to a healthy life. All pupils have a secure knowledge of science but their investigational skills are not as well developed as they could be. There are insufficient opportunities for them to decide on their own investigations and to determine their own methods of testing their ideas.
87. Pupils currently in Year 2 know that pushes and pulls are types of forces and that they can cause movement. They are developing their investigational skills through carrying out simple tests to see how far vehicles will run down a ramp and then recording their results on simple tables. Pupils in Year 1 are making steady progress and learn about the importance of food through a consideration of their favourites and special meals. They make simple observations and are beginning to use the skill of prediction in their work on forces.
88. Pupils throughout the school are making satisfactory progress and are gaining a good level of knowledge in science. Pupils with special educational needs are supported well and show significant improvement. This is also indicated by the number who perform well in tests. Pupils' progress in the skill of scientific investigation is, however, not as good as it could be because it has not been planned for sufficiently. They are well supported in all their work but their progress in scientific skills is inhibited by an emphasis on a particular way of recording investigations and a lack of opportunity to use their own initiative and design their own tests.
89. Teaching overall is satisfactory in Key Stage 1 and good in Key Stage 2, with some particularly good teaching in Year 6. No unsatisfactory teaching in science was seen

during the inspection. The standard of teaching in both key stages has enabled pupils to achieve good standards in scientific knowledge. Teachers provide good support for the pupils through thoughtful work sheets and careful resourcing but this support does limit opportunities for pupils to make decisions for themselves when carrying out investigational work. In the best lessons, teachers have good subject knowledge, make effective use of questions and have high expectations in terms of behaviour and learning. In one Year 5/6 lesson about food groups, the pupils were given the opportunity to think about what had been undertaken in the last lesson. By using this knowledge they were able to enhance their learning of new facts. Good use is made of group work that provides a range of activities to support the planned learning. In a Year 1/2 lesson about materials, the teacher gave each group time to discuss what they were finding and this helped improve both the learning in science and in language. In this way, pupils are able to work for a sustained period of time and to achieve some good results. Where teaching is less effective, questions are not used well and there is insufficient input at the beginning of the lesson. Consequently, when pupils start their independent tasks, they work well when a teacher is close by but become somewhat noisy and ineffective if left on their own. This was evident in a Year 4 lesson where the lesson lacked a brisk pace because pupils found it difficult to work independently. In all science lessons, activity is very directed and there are insufficient opportunities for pupils to pose their own questions and to devise their own investigations.

90. The majority of pupils respond well to their science lessons and produce satisfactory results. They listen carefully to their teachers and respond positively to the activities provided for them. Pupils behave well and share equipment sensibly, responding positively to the high expectations made of them. Younger pupils show a real interest in their work and enjoy the challenge of making notes during a video on different fabrics. Despite the best efforts of the teacher, a small minority of pupils in Year 4 do not behave well and are unwilling to work together. In the lesson, they were unable to complete the measuring task ready for producing a model skeleton and took time to settle to their work and as a result, did not achieve the standard required. Their general lack of good social skills is generally having a negative effect on their learning.
91. The school makes good use of a commercially produced scheme which is carefully linked to the National Curriculum for science. The school's programme is organised into topics in a two-year cycle. The opportunities for carrying out tests are included but there is no clear plan for the development of scientific skills. The school's programme makes good provision for the development of knowledge but there are insufficient opportunities for pupils to work independently and to use their initiative to develop their own investigations. Science makes a sound contribution to numeracy and literacy. Pupils write about their work and make some use of reference materials. They use their mathematical knowledge to record data in graphs, tables and Venn diagrams but the information contained in these is rarely analysed and conclusions drawn. The potential of information and communication technology to support science is not yet sufficiently exploited but the improved resources should make a significant contribution in the future. The school grounds are used well to promote science through the provision of a nature trail, the gardening club and a developing natural area.
92. The school's co-ordinator for science is a very experienced and knowledgeable teacher who provides good leadership. She provides good support for other teachers and has a clear idea of how the subject should be developed in the future. There is a very effective system for assessment and the analysis of the data produced is used

well in making decisions about class groups and future learning for pupils. There are sufficient resources for science which are readily available and of good quality. Science makes a sound contribution to the pupils' social development through opportunities to work together and share resources.

ART AND DESIGN

93. The school has maintained the high quality of pupils' work since the last report. By the end of Year 2, pupils' attainment in art and design is average and by the end of Year 6, their attainment is above average compared with the national expectations. No lessons in art were observed during the four days of the inspection and evidence is drawn from previous work, school portfolios, displays and from talking to teachers and pupils. Sketchbooks are now in use by all pupils in the school. In some years, pupils are still learning to use their sketchbooks to develop and refine their skills before carrying out their final pieces of work. In Years 1 and 2, learning is satisfactory because pupils are learning to develop their skills in different media including line drawing, charcoal, wax crayons, paper collage and clay. They use their sketchbooks to experiment with ideas and techniques. They have experimented with 'rubbing' leaves and other shapes. They have explored pastel, experimented with brilliant colour shading with wax crayons and used ink for a design on a leaflet. They have had the opportunity to work with an artist in residence using clay to make three-dimensional models of tiles. Pupils' skills in observational drawing are improving. In Years 1 and 2, pupils are making satisfactory progress in their skills in the elements of art and design. Most pupils explore ideas, investigate and use a variety of materials and processes and have changed and refined their work in different media. They are making satisfactory progress.
94. Between Years 3 and 6, learning is good because by the end of Year 6, pupils have experienced a wide variety of lessons and high quality workshops that have led to a number of public displays and exhibitions locally. Advisers from the local authority often use pupils' work from the school as an example of good practice. Work for the millennium was displayed in the Exeter cathedral exhibition 'Moving the Sun', along with work from other schools. The contribution from Westcliff showed how pupils could use the elements of art to make a very large book based on the idea of 'conflict', including work in the styles of Picasso and Edward Monk. National lottery funding allowed an artist in residence to work in lessons with Years 5 and 6 pupils over a few months. As a result, the artist Roger Dean cast their designs for clay tiles in bronze. Pupils' development of skills using textiles, clay and acrylics is good. This is shown through work of good quality in a textile story of Perseus and Medea, three-dimensional drawings of containers and displays of Aboriginal art painted on wood. Pupils have also worked successfully on sculptures using recycled materials. During residential visits to Dartmoor and Wenworthy by pupils from Years 3 to 6, artwork through collage has been made from collecting found objects on the beach and observations have been used to produce work in acrylic media. Currently, the whole-school project is to provide work to exhibit in St Austell as part of the 'Eden Project'. This links art, design and citizenship as pupils learn about protecting the environment by sustaining development. Pupils are making good progress and those with special educational needs make the same progress as others in their classes.
95. Pupils enjoy their art and design and are making good progress as they move between Years 3 to 6. By the end of Year 6, the majority have explored and selected information that they have used in developing their work. They have become increasingly skilled at manipulating materials and in refining and adapting their work to

reflect their own views. However, their skill in using and manipulating information and communication technology remains an area for development.

96. There is excellent extra-curricular opportunity in art and design. Many pupils in Years 5 and 6 regularly attend the art club. Here they develop their artistic and design skills further. Four talented pupils have attended a two-day county enrichment course and have had their work exhibited at the Academy of Fine Arts in Exeter.
97. Leadership of art and design in the school is very strong. Work is very well planned to give pupils as many opportunities as possible to develop their skills as they move through the school. The co-ordinator is always available to support teachers who are developing new or different skills. Monitoring of the subject through planning and analysing pupils' work is thorough, and a school portfolio showing how pupils develop their skills from year to year is a useful record of their work. The co-ordinator has not yet had the opportunity to observe the teaching of art and design in the school. Resources are good for each of the art projects planned. Art and design makes a very good contribution to cross-curricular understanding and to the spiritual, moral, social and cultural development of the pupils.

DESIGN AND TECHNOLOGY

98. Few lessons could be observed during the inspection days and additional evidence has been taken from school portfolios, displays and photographs of pupils' work, and from talking to pupils and teachers.
99. Attainment in design and technology is average for pupils at the end of Year 2 and Year 6. Provision for all aspects of design and technology for the whole school is now in place and pupils understand and carry out the process of designing, making and evaluating their work to a satisfactory level in each year. This is a good improvement since the last report.
100. Throughout the school, pupils' learning is good. In Years 1 and 2, they can describe how they have designed and made their articles. Designs made during the year have included purses, carnival 'floats' with axles and hand puppets. These have enabled pupils to work with a variety of tools, equipment and materials. Through disassembling original products such as hand puppets, they understand how they are made. Pupils have used templates for designs and have developed sewing techniques using textiles in order to make and finish their puppets to tell the story of the Gingerbread Man.
101. In Years 3 to 6, pupils have designed, made and evaluated three designs during each school year. In Year 6, after studying CAM mechanisms, pupils' designs for a Tudor fairground ride have enabled them to understand the linear and rotary motion of gears. Pupils were disappointed, but fascinated when the motors that were recommended for this design turned out to be less powerful than necessary for the models and as a result, would not turn the gears. A small group of able pupils from Year 6 have taken part in a design challenge at the Community College and won an award for the school.
102. Pupils throughout the school know where they may have gone wrong and what they need to do to improve their designs. Their progress is satisfactory. They know how to write down their own views about their work, and have self-knowledge about how much progress they have made. Pupils with special educational needs have made

good progress in their work. Pupils' designs have included food, textiles, structures and mechanisms but they have not yet had the opportunity to use computer-aided design and this is an area for development.

103. Insufficient lessons were observed during the inspection to comment on the quality of teaching throughout the school, but in those seen, the quality of teaching ranged from unsatisfactory to very good. In the unsatisfactory lesson, whilst planning, organisation and the use of resources were good, the behaviour of pupils was unsatisfactory. It is clear that pupils enjoy their lessons and have retained knowledge of their work in school.
104. Leadership of the subject is strong and has enabled the school to put in place a suitable curriculum covering all the aspects of the National Curriculum. Planning is on a two-yearly cycle for pupils in different years that share the same classes. Pupils study design and technology in rotation every other half term. In order to maximise time, although carrying out the full design process, pupils have begun to focus in depth on one element at a time in order to reinforce their skills. However, the school does not yet use information and communication technology sufficiently in its teaching of design and technology as required by the National Curriculum. The co-ordinator is always available to advise teachers who ask for support. Teachers' expertise has been greatly assisted by in-service training and the Quality and Curriculum Authority schemes of work. Monitoring of planning and pupils' work is good but the co-ordinator has not yet observed teaching of design and technology. Assessment of pupils' work is thorough and the school portfolio illustrates the work done by pupils. The school is planning to develop storage for examples of work. Resources carefully assembled for each project are good. Design and technology makes a good contribution to pupils' social and cultural development.

GEOGRAPHY

105. The previous inspection report indicated that attainment at the end of both key stages was below national expectations based on scrutiny of pupils' work. This was because time allocations for the subject were unclear and planned teaching was not taking place at the time of the inspection. As a result, not all National Curriculum requirements were met. There has been good progress since then, and pupils' attainment is now average. Pupils make good progress in geography as they move through the school. The school has developed a good scheme of work based on Qualifications and Curriculum Authority's national guidelines and invested in a range of new resources, such as a weather station linked to a computer.
106. During the week of the inspection, no geography was taught in Key Stage 1 and evidence was taken from scrutiny of pupils' work, teachers' planning, discussions with teachers and pupils and displays. This analysis indicates that attainment is in line with national standards and pupils make satisfactory progress. Teaching was observed in four Key Stage 2 classes where progress in learning is good overall.
107. By the time pupils leave the school at the end of Year 6, they have a good knowledge of rivers using vocabulary such as source, delta and estuary well. Pupils' writing shows a sound understanding of the water cycle and water treatment, with them applying scientific knowledge of condensation, evaporation and filtration well. They are aware of climatic and physical differences in environments and have used maps, aerial photographs, artefacts and books to gain insight into life in Keshapur in India and can make good comparisons and contrasts to life in Dawlish. The activities are

linked well to improving the use of language which is under-developed. They enable pupils to practise their literacy skills by skimming and scanning for information, using contents, indexes and glossaries and refining note-taking and oral presentation skills. However, in Key Stage 2, opportunities are not always exploited to practice writing and enhance the poor performance of pupils in this area. During the key stage, pupils develop skills to draw accurate maps of the locality and use keys and scales to interpret maps of Ghana and India.

108. In lessons, pupils' attitudes and behaviour are good and this helps their learning. Pupils are interested and they enjoy discussing how life in Keshapur and Chereponi is similar and different to Dawlish. They share books and resources well and listen attentively when individuals report their findings. Pupils in Years 5 and 6 enjoyed handling, observing and sketching artefacts and finding out their uses. Overall, scrutiny of pupils' work in Key Stage 2 shows that attitudes to the subject are satisfactory although there is considerable variation between classes in the pride and care pupils take as reflected in the presentation of work. Pupils with special educational needs make good progress in the subject.
109. Teaching in geography is always good and in some lessons, very good. The standard of planning of projects is good. There are clear links to the National Curriculum and Qualification and Curriculum Authority's guidelines, with objectives, resources and assessment opportunities clearly identified. Teachers use resources effectively to interest pupils in discussion. In the best lessons, tasks are well matched to ability, skilful questions help extend pupils' understanding and concise summaries ensure full involvement of all pupils. This was well illustrated in a Year 6 lesson when six groups of pupils used a variety of information sources to research a given topic. The resources were well matched to the different ability groups and the teacher circulated between all groups and questioned them about what they had found out. The well-established classroom routines, high teacher expectations and her good subject knowledge contributed to the success of the lesson. Pupils with special educational needs made good progress because of the effective contribution of the learning support assistant. Very good use is made of time in lessons. Marking is variable with the best combining evaluative commentary with marking for accuracy. Not all teachers have high enough expectations of presentation and not all commentary is sufficiently accurate to ensure pupils' continued improvement.
110. Geography makes a good contribution to pupils' personal development, such as through raising awareness of road and water safety with the younger pupils and providing opportunities to explore cultural differences of life in India and Ghana. A number of colourful and eye-catching geographical displays, which include artefacts, are used to support learning and celebrate work of quality.
111. The management of the subject, shared by two co-ordinators, is good. Portfolios of work have been compiled and initiatives such as a European Day have been established. Planning and children's work are monitored. There is a need to observe teaching in all classes to ensure that an overview is gained of progress in geography throughout the school and to judge standards at the end of both key stages. The annual subject development plan identifies appropriate priorities including; improved information and communication technology links and further investment in resources; and the development of an environmental area. With a two-year rolling topic programme it is particularly important to track where geographical skills are taught to ensure continuity and progression and to consolidate cross-curricular links. Methods of

assessment and recording in ways which improve pupils' self-knowledge of their learning are under-developed.

HISTORY

112. During the week of the inspection, no history was taught in Key Stage 2 and evidence was taken from scrutiny of pupils' work, teachers' planning, photographs and displays. Teaching was observed in all three Key Stage 1 classes. Pupils make satisfactory progress in history as they move through the school. Standards are in line with national expectations at the end of both key stages as they were at the time of the last inspection. The school has developed a good scheme of work based on Qualifications and Curriculum Authority's national guidelines and the local education authority history progression summary. This represents satisfactory progress since the last inspection.
113. The quality of teaching and learning in Key Stage 1 is uniformly good. Lessons are well planned and good use is made of practical activities with resources assisting in the development of a sense of chronology such as photographs, videos and adult accounts. Teachers' planning of assessment opportunities and the introduction of key language is good; as is the use questioning in the introductions to clarify tasks. For example, as part of the topic on 'seaside holidays', pupils in a Year 1/2 class suggested that sequencing meant 'putting things in order'. The teacher provided key words including, past, present, recent, modern, old, older and oldest for pupils to describe their ordering. In the three lessons seen, the majority of pupils were able to sequence photographs and use simple sentences to justify their choices. They were involved in the activities and worked satisfactorily in co-operative groups. Learning support assistants and additional adults contributed effectively to the learning experience of pupils in the Year 1/2 classes, especially for those with special educational needs. One parent showed a class an old photograph album of Dawlish at the turn of the last century. This evidence fascinated the group and one child recognised a building at end of his street. All teachers reviewed the practical experience of ordering with the whole class well asking pupils to explain their sequences and discussing clues. The learning experience was enriched for all pupils by showing a short video extract of seaside holidays at the turn of the twentieth century to all classes. Pupils identified similarities and differences with seaside holidays today.
114. Good planning in Key Stage 2 contributes to the continuity and development of pupils' historical experience. Good practice includes pupils brainstorming ideas of what they already know at the start of topics and reviewing learning that has occurred at the end. Whilst this provides good coverage, not enough use was made of writing to help develop these poorer skills. The best learning occurs when work is clearly matched to pupil ability and teachers record targets for pupils within their books. In Years 3 and 4, comparisons are made with Dawlish in the past and pupils gain good insights into local history. A study of Invaders and Settlers included Celts, Romans and Saxons and provided good opportunities to develop a range of historical skills including further work with time lines, note taking and gaining information from video and the Internet. In Years 5/6 classes, have studied the Greeks and developed a sound factual knowledge. The work is well planned so that pupils are expected to present their ideas in a good range of formats including written accounts, notes, bullet points, cartoon strips, annotated diagrams, maps and time lines. Pupils know the main events, people and changes and are able to give reasons for and the results of the main events and changes. Good links are planned to numeracy and literacy. In both key stages, pupils with special educational needs make good progress. Although a range of historical

skills are developed, these are not made explicitly clear to all pupils in the form of targets or at the start of each activity. Furthermore, scrutiny of pupils' work indicates that there is considerable variability in teacher expectations of presentation and in the quality of marking. The best marking reinforces high expectations of presentation and working and provides useful, evaluative commentary with targets.

115. The management of the subject by the co-ordinator is good. Two useful portfolios of work have been compiled; these show the progress made in history as pupils move through the school. Further development is possible by illustrating the progression of specific historical skills. Planning and teaching are monitored, as is children's work. This has provided her with a good overview of the strengths and weaknesses of the subject and there is an appropriate development plan. The inspection endorses the need to identify and develop individual research skills in a progressive way using enquiry-based approaches that make less use of worksheets. In this way, pupils would be able to practise and develop their poor writing skills. With a two-year rolling topic programme, it is also particularly important to track where historical skills are taught and develop progression in ways which improve pupils' self-knowledge of their learning. With the development of the new computer suite, the co-ordinator recognises the need to reassess the contribution of technology to teaching and learning by identifying explicit links to topics and through the purchase of new software. Apart from this deficiency, there are sufficient resources to support the subject. Priority needs to be given to monitoring teaching in all classes which will provide the co-ordinator with an overview of standards particularly at the end of both key stages.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

116. There has been good improvement since the last inspection. Pupils reach the nationally expected level by the end of Year 2 and Year 6. Pupils with special educational needs are supported well and are making similar progress to others in the class. Younger pupils are able to open the programs they need, save their work and print out their results. They can prepare mathematical information on the computer and can then portray it in graphs and charts. This is at a level that is expected for their age. During one lesson with Years 1 and 2, the pupils confidently spoke about the graphs they were plotting and knew how they were going to go about the work on the computer. However, the teacher was undertaking this as a paper exercise and the pupils would have benefited from trying this out on the computer at an earlier stage.
117. Older pupils in Years 5 and 6 have developed their skills to a higher level. In this class the pupils were preparing a party plan by finding out costs. They had certain variables and constants such as the hire of the hall and the price of crisps. Again, this was a paper exercise prior to work in the computer suite and the pupils would have learned more from working and making mistakes on the spreadsheet program. Despite this, they were able to explain how to make up a formula to work out the total cost of the items and to find out how many people they could invite. They were not able to work out the cost per person or how changing the items altered the effect of the costings.
118. Progress in learning has improved rapidly in the last year because of the introduction of a computer suite. This has given pupils the correct amount of time to be spent on information and communication technology on a regular basis. From the discussion with pupils, it is clear that before this little ICT work was undertaken. However, the teachers have been committed to improving the provision for the subject and this is why it has improved so much. Planning for the subject is thorough and linked to the national guidelines. This has not yet been tailored to ensure that it fits the ability levels of the pupils but is being monitored to ensure that effective use is made of each lesson.
119. Most teachers organise their lessons well. They ensure that there is a good range of appropriate work and that it is sufficiently challenging. Pupils respond well to this and enjoy what they are doing. They work hard, concentrate well and are enthusiastic to find out answers. Teachers do not always give the pupils sufficient opportunity to work from open-ended questions thereby allowing pupils to think for themselves using the knowledge they already have. During lessons, pupils are managed very well. Teachers use a range of different strategies to interest and motivate the pupils. In most cases, the response is positive although pupils are not as good at working on their own when the teacher is not in direct control. Learning support assistants are used to good effect. In one class, a pupil with special educational needs was helped with the work he was doing and the progress was much better because of this. Time is generally used well. Most teachers try and keep the pace of the lesson moving by asking for work to be completed within certain time restraints. Pupils know what is expected of them and can react accordingly. Where this is not the case, as in some lessons in Year 5/6, the pupils become restless and uninterested in what they are doing. When this occurs, the lesson slows down and pupils do not achieve as much as they might.
120. Assessment is much improved since the last inspection. It is being trialled and will be altered in light of the findings. It is already had an impact on the curriculum that is provided in Key Stage 2. It has also correctly highlighted that not enough attention is

being paid to the control and sensoring strand of the curriculum in this key stage. Plans are already underway to improve this. In general, not enough use is made of the assessment data in everyday work and to ensure that individual pupils progress even more.

121. The co-ordinator has been in post for two years. Following an audit of expertise amongst staff, a programme of intense training is about to start that will link basic levels of competence and curriculum use. Resourcing of the subject has had a very high priority over the recent past and this has enabled the school to upgrade and change all the hardware and software within a new computer suite. This, along with the training of staff, is having the most positive benefit upon raising standards. One regrettable effect is that little work now takes place within the classroom and consequently, the links with other subjects such as literacy, numeracy, history and geography are not covered during these lessons. Therefore, pupils do not fully recognise the potential of computers as a core skill in learning.

MUSIC

122. Attainment in music beyond the Reception classes is below average. This is because most of the teachers lack sufficient expertise and knowledge about music at the standard required by the National Curriculum. As a result, there has been no improvement in standards since the last report. Only a few lessons were observed during the inspection and these ranged from Year 2 to Year 6. It is clear that pupils are not making sufficient progress in their musical skills as they move from year to year.
123. Pupils in Year 2 can keep a steady pulse when clapping or moving to music but they find it difficult to maintain their own part. The majority of pupils are unsure of the difference between the pulse and a rhythm. Pupils in Years 1 and 2 heard singing in assembly have not developed their singing techniques.
124. Pupils in Year 4 are collecting together different singing, clapping and skipping games as a record of their knowledge of songs and rhymes learned by heart and passed on by word of mouth. This is the beginning of a project to send a video to schools in Germany and Hungary as part of the Comenius project. There is no difference between the contributions of boys and girls and they are all gaining in confidence as they perform to the class.
125. Pupils in Year 6 can keep a steady rhythm. They can read and clap simple rhythms displayed on flash cards. In composing, they are currently studying 'space' and have listened to the different qualities of music representing 'space' by Holst and Mike Oldfield. As a class, they respond well when producing body and vocal sounds, then percussion sounds to represent 'space'. When listening back to the tape recording of their piece, they are able to discuss what they could have done better. They are just able to discern the difference in sound when the teacher manipulates the bass and treble controls on the tape recorder, but the equipment is not sophisticated enough to enable this task to be carried out successfully. The quality of their work is at a lower standard than is expected for pupils at the end of Year 6 and progress in all aspects of the curriculum is unsatisfactory as pupils move through the school. Pupils with special educational needs make the same progress as others in their classes.
126. Teaching ranges from satisfactory to very good. Where teaching is very good, there is very good use of planning, time and available resources to make the best of simple

equipment. Teachers manage pupils well and pupils generally enjoy their time making music, but their experience is very limited.

127. The school has not kept sufficient audio or video records of pupils' work to provide a picture of what has been achieved by pupils in performing and composing. A video record of a school production of 'Ali Baba' and the part the school played in a community project give some idea of the extra-curricular work done by the school. Pupils in the school choir are seen on the video singing successfully in two parts but could not be heard 'live' on the days of the inspection. A few pupils take peripatetic lessons on flute and on keyboard by bringing their own electronic keyboards from home. Parents pay for these lessons and there are no subsidies from the school or local authority. Resources such as tuned and untuned percussion are of good quality but there is insufficient music technology, such as electronic keyboards or music software either for composing or on CD-ROM. Overall, provision for music is unsatisfactory.

PHYSICAL EDUCATION

128. The previous inspection indicated that attainment in physical education was satisfactory and that pupils were making good progress. Standards have been maintained and currently, pupils are achieving standards which are in line with national expectations. Teaching is good or better. The school provides a broad and varied curriculum, including swimming for pupils in both key stages. During the inspection, only three lessons were observed and these related to dance and swimming. Other observations included small apparatus work and practice in ball skills.
129. Pupils in Years 1 and 2 are developing a range of gymnastic movements on apparatus and the floor. They use space well and explore balancing, working alone and with a partner. Pupils perform simple sequences of movement involving running, jumping and landing. They use small apparatus well and make up simple games using balls and hoops. Their work in dance involves the creation of movements in response to a variety of different kinds of music. The school has a small swimming pool on site and this provides good opportunities for pupils to learn to swim. Pupils in Year 2 showed increased confidence in the water and a small number have begun to swim with a reasonable amount of success. Very young pupils from the Reception class had their first swimming lesson and are confident in the water, using armbands and other aids to help them.
130. Pupils in Key Stage 2 build on this work successfully and develop sequences in gymnastics to include variations in speed and direction. Their games skills are developed further and used well so that by the end of the key stage, they can use them effectively in competitive team games, for example in soccer and netball. The work on dance for pupils in Year 6 is developed well to include composition and dances from other cultures, for example the Garba dance of India. Pupils in Year 4 are given opportunities to evaluate their own work and to comment on others. They use these opportunities well and comment on the use of different levels and incorporate these ideas into their work. In all work, there is a high level of emphasis on health and safety and all sessions include both warm-up stretching at the beginning and cooling down activity at the end. Pupils in Year 6 are given opportunities for adventurous activity during residential time on Dartmoor and enjoy abseiling and rambling on the moors.

131. Only three lessons were seen during the inspection so there is insufficient evidence to make an overall judgement on the quality of teaching. In the three lessons seen, teaching was good or better. This represents a considerable improvement in standards of teaching seen during the last inspection. Lessons are well planned and build on previous experiences which enable pupils to use their skills and abilities well in new situations. Teachers provide good examples of techniques, especially in dance, and provide good stimuli for pupils to respond to music and improve their own performance. This was particularly noticeable in partnered work in Years 3 and 4 and in group work in Years 5 and 6 where pupils collaborated well and produced work of quality. Teachers have a clear idea of what is to be done in the lesson and give very clear instructions so that pupils know exactly what to do and what is expected of them.
132. Pupils enjoy their physical education lessons and respond well. They behave well and have a healthy respect for the need for safety. They respond positively to the imposition of a short period of time out in games lessons and rejoin the group when they are ready. Pupils enjoy a range of activities and work well together when asked to do so. They share equipment sensibly and use it carefully.
133. The school has adopted a scheme of work which supports all areas of the physical education curriculum. The new co-ordinator is an experienced teacher who provides good leadership for the subject. There are sufficient resources to support the subject and the school makes good use of the facilities available. Experienced adults enhance the school's provision. They provide additional support, for example in soccer, for pupils in Key Stage 2.
134. The adoption of a carefully structured programme combined with quality provision and good teaching is having a very positive impact on helping to raise standards in the subject. Physical education makes a good contribution to the pupils' social development through opportunities to work together and to their cultural development through dance.

RELIGIOUS EDUCATION

135. Attainment in religious education is average for pupils at the end of Year 2 and Year 6 when compared to the targets for attainment in the locally agreed syllabus. Pupils are learning about religion appropriately and their ability to learn from religion is improving as teachers become more familiar with the new locally agreed syllabus and scheme of work. Pupils' knowledge of the Christian faith is becoming more secure and they are able to compare and contrast aspects of the different religions they study. There has been good improvement since the last report.
136. Learning is good because by the end of Year 2, many aspects of peoples' lives involving events, journeys, and people and things that are special, have been studied. Pupils have listened to and asked questions about stories from the Bible. For instance, by understanding the stories which are called parables that Jesus told about a lost coin, a lost sheep and two sons, pupils can relate the meanings of the stories to their own experiences of losing things. Some pupils have a Bible of their own and know that they can find these stories in their Bible at home. Pupils have begun to understand that religious belief and practices take place in different ways in different communities. They have studied the festival of light, Diwali from the Hindu religion and the festival of Sukkot from the Jewish religion as well as visiting their local Christian church. They have made up their own prayers to say 'thank you'. There are

good links here with art and design as pupils have made clay pots, divas; and studied hand painting as part of their study of Hinduism. Progress is satisfactory.

137. By the end of Year 6, pupils' learning is good because they are beginning to explore the beliefs and practices of other religions such as Hinduism and compare belief in one God as Christians do, with belief in a number of gods in the manner of the Hindus. They are beginning to understand why Hindus regard cows as sacred animals. In geography, as they study India, they relate their understanding of the Hindu beliefs. As part of learning about religion, pupils have led an assembly titled 'how beliefs affect how we treat others'. Pupils, including those with special educational needs, enjoy their lessons and are making satisfactory progress in their attitudes towards, and their understanding of religion.
138. Teaching in the lessons observed was good and some very good teaching was seen. Teachers generally feel more secure with the new locally agreed syllabus. Although this syllabus has only been used in school for around half a term, it has made a difference to how teachers plan their lessons. It is enabling them to guide pupils into work that stimulates questions and reinforces understanding. Learning about religion is still stronger than learning from religion but this aspect of religious education is beginning to improve.
139. Leadership of the subject is strong. Monitoring of planning and pupils' work takes place regularly and a school portfolio of photographs and pupils' work is a useful reference for the quality of work in the school and the progress being made by pupils from year to year. The co-ordinator has not yet had the opportunity to observe any teaching of religious education. Assessment in the subject is improving as teachers refer to the attainment levels in the new syllabus. Resources are being built up as finances allow. There are many artefacts for different religions that are helping to bring the subject more alive for the pupils. However, there is little use of information and communication technology to enhance the subject through the school. Religious education makes a good contribution towards the social, moral and cultural education of pupils but its contribution to the spiritual dimension both in lessons and assemblies is an area for further development. Provision for religious education is good.