

INSPECTION REPORT

LAIRA GREEN PRIMARY SCHOOL

Laira, Plymouth

LEA area: Plymouth

Unique reference number: 113278

Headteacher: Mrs C Henwood

Reporting inspector: Mr J Plumb
16930

Dates of inspection: 9 – 13 July 2001

Inspection number: 193974

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Bramley Road
Laira
Plymouth

Postcode: PL3 6BP

Telephone number: 01752 660427

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Appropriate authority: The governing body

Name of chair of governors: Mrs M Toms

Date of previous inspection: 24 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16930	Mr J Plumb	Registered inspector	Equal opportunities Special educational needs English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What the school should do to improve further?
11564	Ms J McKay	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
21992	Ms J Newing	Team inspector	English Art and design	
27568	Ms M Davidson	Team inspector	Mathematics Design and technology Information and communication technology	Pupils' attitudes, values and personal development
22704	Mr G Williams	Team inspector	Science Physical education	How good are curricular and other opportunities?
21904	Mrs D Gale	Team inspector	Geography History Foundation Stage	
31975	Ms K Andrews	Team inspector	Music Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average sized primary school providing full-time education for 384 pupils aged from four to eleven. The pupils mainly come from the Efford ward on the outskirts of Plymouth, which has considerable social and economic disadvantage. The area is one of predominantly local authority housing and rented accommodation. Plymouth City Council, to house families, have used a former naval estate near the school that became empty in the past year. An above average proportion of pupils, 33 per cent, are eligible for free school meals. Twenty-five per cent of pupils are included on the school's register of special educational needs (SEN), a proportion broadly in line with the national average. Five pupils have statements of special educational needs. Few pupils come from ethnic minority groups and only two pupils have English as an additional language (EAL). There are a few pupils in public care. Attainment on entry is below the national average and for a significant proportion of children is well below the national average although it does vary from year to year. The governors have set challenging targets to raise standards in English and mathematics for eleven-year-olds.

HOW GOOD THE SCHOOL IS

Laira Green Primary School is a good school. Effective leadership creates a learning environment that is leading to improved standards as well as building up pupils' confidence and self-esteem. Demanding teaching for all pupils stretches them and enables them to achieve good standards measured against their prior attainment. Pupils with special educational needs and also those with English as an additional language are fully included in all aspects of school life. The school provides good value for money.

What the school does well

- Above average standards in science, art and design, design and technology and history at the end of both key stages
- Above average standards in physical education at the end of Key Stage 2
- Standards in religious education exceed those expected of pupils aged eleven following Plymouth's locally agreed syllabus
- Good teaching leads to good learning and high standards
- The quality of provision in the Foundation Stage
- The quality of provision and standards for pupils with special educational needs, particularly those with challenging behaviour
- Very good attitudes to learning and behaviour in lessons
- Good relationships between pupils and teachers
- The quality of display that values pupils' work
- The headteacher provides good leadership and a clear educational direction for the school

What could be improved

- Standards in mathematics in the Foundation Stage and in Key Stage 1
- Standards in writing across the school could be improved further
- There is scope to improve pupils' awareness that Great Britain is a multi-cultural society
- Improve the provision for personal, social and health education
- Improve the quality of letters sent home to parents/carers
- Improve the playground environment and provide more structured play activities during breaktimes

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been good improvements since the last inspection in February 1997 and the capacity for further improvement is good. Good improvements have occurred in both key issues since the last inspection. School development planning has improved and effective whole-school assessment procedures are now in place. Very good use has been made of target setting to improve writing and

to develop writing across the curriculum, and standards in writing have risen as a result. Standards have improved in art and design, design and technology, history, religious education, English and science across the school and in mathematics in Key Stage 2. The quality of teaching and learning is better than it was at the time of the last inspection.

STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	C	C	C	A
mathematics	B	C	D	C
science	C	C	D	C

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

***** Note: the inspection took place after the release of the 2001 tests results and although these show significant improvements on the year 2000 results they cannot be put in the table above because comparative data has not yet been published.**

National Curriculum tests results for 2000 show that, by the end of Year 6, pupils attained average standards in English and standards slightly below average in mathematics. In science, standards were marginally below average. Compared with similar schools, standards were above average in English and broadly in line in mathematics and in science. Test results for 2001 show an improvement in standards and confirm the judgements based on work seen. In the current Year 6, standards are in line with the national average in English and mathematics but above in science. Pupils achieve high standards measured against their prior attainment. Standards in religious education (RE) exceed those expected of eleven-year-olds in Plymouth and in information and communication technology (ICT) standards are average. Standards in art and design, design and technology (DT), history and physical education (PE) are above those expected nationally for eleven-year-olds. In geography, they are average and standards in music by Year 4 are average.

Most children enter the reception classes with standards below and well below those expected. They make good progress, so that by the time they enter Year 1 they reach the national expectation except in mathematics where they are below. Pupils make good progress during their infant years but assessments in the Year 2000 indicated standards below those expected in English, mathematics and science by age seven. Standards for the current Year 2 are better, except in mathematics where they remain below expectation. In English, they are broadly in line and in science they are above average. Standards for seven-year-olds are above those expected nationally in art and design, DT and history. In ICT, geography, music and PE, they are in line with standards expected nationally. Standards in RE are in line with the expectations of Plymouth's locally agreed syllabus. Pupils with SEN and also those with EAL achieve high standards measured against their prior attainment and those with statements of special educational needs make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspects	Comment
Attitudes to the school	Good. Pupils are keen to come to school. They enjoy lessons and work hard.
Behaviour, in and out of classrooms	Behaviour in class is very good. Pupils respond well to teachers and understand routines. They support and help each other around school.

	They are polite and courteous to adults. This high level of good behaviour is not always maintained outside the classroom..
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Personal development and relationships	The quality of relationships established in the school is very good. This is modelled well by adults. Pupils are beginning to take a lead and responsibility in school life.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

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

The quality of teaching is good across the school. All the teaching seen during the inspection was at least satisfactory. Sixty-three per cent of teaching was judged to be good and 16 per cent very good. This is a better standard of teaching than was found in the previous inspection. Relationships between teachers and pupils are a very significant strength of the teaching. The management of pupil behaviour is very good and teachers have high expectations. As a consequence pupils have a positive attitude to learning and make good progress. The teaching of literacy, numeracy and science is good. Pupils are well motivated by the lively teaching and achieve high standards measured against their prior attainment. The quality of teaching for pupils with SEN and also for those with EAL is good and these pupils benefit from the very good support given by learning support assistants and so make good gains in their learning. The quality of teaching for pupils with statements of special educational needs is very good. Good teaching and learning was seen in all subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum in the Foundation Stage is good. In Key Stages 1 and 2 the curriculum is satisfactory. The provision for personal, social and health education whilst satisfactory overall does not have enough time spent on it. Extra-curricular provision is good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good and they make good progress.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development is good. Although provision for pupils' cultural development is satisfactory overall not enough is done to make pupils aware of the fact that Great Britain is a multicultural society.
How well the school cares for its pupils	The procedures for child protection and pupils' welfare are good. Assessment procedures are a strength of the school.

The school has satisfactory links with parents. More could be done to make letters sent home to parents more parent friendly, and parents could be involved in setting the new proposed aims for the

school. A very small minority of parents do not feel confident about approaching the school with concerns.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher and Key Stage 1 manager lead the school well. Management of the Foundation Stage and also of SEN are strengths. There is a need to communicate more effectively with those parents who are nervous about approaching the school.
How well the governors fulfil their responsibilities	Governors meet their statutory responsibilities fully. They are supportive but not all governors are sufficiently involved in whole-school planning.
The school's evaluation of its performance	The headteacher, deputy headteacher and Key Stage 1 manager have a clear picture of the school's strengths and weaknesses. The knowledge that the governing body has of how the school is doing is satisfactory.
The strategic use of resources	Financial planning is satisfactory. Resources are appropriately targeted. The application of best value principles is satisfactory.

There is sufficient well-qualified staff. Accommodation is satisfactory, apart from limited playground space and a lack of an outdoor play area for the under-fives. The latter issue is being addressed. Except for insufficient large toys for the youngest children and not enough multicultural resources the level of learning resources is good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The fact that teachers care about their children The extra-curricular activities The provision for pupils with special educational needs The computer facilities 	<ul style="list-style-type: none"> Academic standards and standards of behaviour The playground environment Letters received from the school

Inspectors' judgements support parents'/carers' positive views. Inspectors judged standards to be at least satisfactory in all subjects except for mathematics in the Foundation Stage and in Key Stage 1. This must be seen in the context of pupils' low starting point in mathematics. Inspectors share the school's view and also the view of parents that standards in writing could be better but recognise that they have improved very significantly this year. Inspectors judged behaviour in lessons to be very good but agree with parents that sometimes behaviour in the playground is a little too boisterous. Inspectors agree with parents about the condition of the playground environment and also agree that letters sent home could be a little more friendly in tone.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry for the majority of children under five is below that usually found and for a significant number it is well below. By the time the majority of children begin Year 1 they attain average standards in most areas of learning. However, attainment in mathematics is below that expected of children starting out in Year 1.
2. Good teaching in the reception classes and good support for children with special educational needs ensure that the majority of children, irrespective of their social circumstances, make good progress and achieve well. All children are more confident speakers by the time that they enter Year 1. Children in both reception classes make good progress and achieve high standards measured against a low starting point. Most children meet the expectations of the Early Learning Goals in their personal, social and emotional development and in communication, language and literacy. Similarly they reach the expected standards in their knowledge and understanding of the world and in their physical and creative development. In mathematics, children benefit from the range of realistic learning opportunities presented to them and make good progress but their attainment is below the expectations for their age group because of their poor number skills on entry. Baseline data shows that attainment on entry varies from year to year.
3. In 2000, the results of the National Curriculum tests for seven-year-olds indicated that, when compared with all schools, standards in reading were below the national average. When compared with similar schools, standards in reading were average. The proportion of pupils falling below Level 2 was high compared with the national average. This year's tests results show a significant improvement in reading with 77 per cent of pupils attaining Level 2 or above in reading. This very significant improvement is the result of the very good management of English and the very focused teaching to meet the set targets. Standards seen during the inspection agree with the 2001 tests results and confirm that by age seven many pupils read fluently with expression and understanding.
4. Results for writing in 2000 indicated that, when compared with all schools, standards were well below average. When compared to those attained in similar schools, standards were below average. No pupils attained the higher Level 3. This year's test results show a significant improvement in writing with 88 per cent of pupils attaining Level 2 or above. Inspection evidence confirms that standards in writing have improved because of the good scaffolding of pupils' writing and the support provided. Very effective use is made of story frames to teach writing in Key Stage 1 and this has made a significant impact on standards attained.
5. Teacher assessments in speaking and listening in 2000 indicated that standards were below the national average at Level 2 but in line at Level 3. Inspection evidence confirms that speaking and listening is in line with the national average at the end of Key Stage 1 and many pupils aged seven speak confidently.
6. Results in mathematics in the year 2000 indicated that, when compared to all schools and also similar schools, standards were well below the national average. A large proportion of pupils were working towards Level 1 and only 15 per cent attained Level

3 compared with the national average of 25 per cent. Inspection evidence suggests that standards in Year 2 continue to be well below the national average with fewer pupils achieving a higher level than expected. There has been some improvement for the least able. However, inspection evidence confirms that satisfactory progress is being made from a very low base in mathematics.

7. Teachers' assessments for science in 2000 indicated, that by age seven, the number of pupils attaining the expected Level 2 was well below the national average. The proportion of pupils attaining the higher Level 3 was above the national average. Inspection findings suggest that standards for the current Year 2 are above the national average.
8. Trends over time indicate an erratic pattern but this must be seen in the context of the variable attainment on entry profile from year to year. However, standards improved in all three core subjects between 1999 and 2000.
9. Levels of achievement by age seven are good overall and pupils make good progress throughout Key Stage 1. Standards in ICT are in line with national expectations. In religious education, standards are in line with the expectations of pupils aged seven following programmes of study based on Plymouth's locally agreed syllabus. Standards in art and design and design and technology are above those expected nationally and this reflects a significant improvement since the last inspection. The quality of finished products, the understanding of the design process and the progressive acquisition of skills contribute to these high standards in DT. By the age of seven, pupils attain the nationally expected standard in geography but exceed it in history because of pupils' good ability to consider a range of relevant evidence and draw reasoned conclusions. Standards in music and physical education are in line with those expected nationally.
10. Results in English for eleven-year-olds in 2000 indicated that standards were in line with the national average and above for similar schools. The 2001 test results show an improvement, especially in the number of pupils attaining Level 5 in reading. Writing results also improved slightly. Inspection evidence shows that standards in English at the end of Year 6 are average.
11. In mathematics, results indicate that standards were slightly below the national average but in line with similar schools. Since then there has been an increase in the number of pupils attaining higher levels as a result of effective teaching and monitoring of individual pupils. Current standards for Year 6 are broadly in line with the national average.
12. Results in science indicated that standards were close to the national average for the proportion of pupils attaining Level 4 or above, but below for those attaining Level 5 or above. Compared with similar schools the proportion attaining Level 4 or above was above the national average whilst those attaining Level 5 was below. Results in science were marginally below average. Inspection evidence showed standards for the current Year 6 pupils to be above the national average and there has been a significant improvement in the test results.
13. Trends over time indicate a year on year variation in National Curriculum tests results at the end of Key Stage 2, with a very significant improvement in the year 2001. This reflects the different proportion of pupils with SEN in each Year 6 cohort, and the

recently introduced prior attainment analysis is a much more reliable benchmark and shows that these pupils have made good progress.

14. Although it varies from subject to subject pupils make good progress through Key Stage 2 and achieve high standards. Standards in ICT are in line with national expectations. Standards attained in word processing, the use of graphic software and methods of data handling are very good by the end of Key Stage 2. However, due to the recent acquisition of new equipment and the establishment of new systems, pupils have had fewer opportunities to use computers for research and control, and have yet to start using electronic mail and the Internet for research and learning. Standards in religious education exceed those expected of eleven-year-olds following the locally agreed syllabus. Standards in art, design and technology, history and physical education are above those expected nationally for eleven-year-olds. In geography, standards are in line and in music by Year 4 they are in line. However, a judgement cannot be made on standards attained by Year 6 in music because none was seen during the inspection.
15. Pupils with special educational needs make good progress in reading, spelling and number work due to the good additional literacy support that they receive and the valuable learning support assistant help given in their literacy and numeracy lessons. Those pupils with statements of special educational needs make very good progress in managing their very challenging behaviours and complex needs such as speech and fine and gross motor skills. There is only one pupil at an early stage of acquisition of English as an additional language and, because of the good support she receives from a learning support assistant and her class teacher, she makes good progress particularly in her reading and writing. The school has not identified gifted and talented pupils.

Pupils' attitudes, values and personal development

16. The personal, social and moral development of the children in the Foundation Stage is very good. Their good relationships are exemplified by the way they spontaneously applaud the successful achievements of others. They take turns and share, and willingly observe the conventions of school routines. They show much personal independence and self-sufficiency in their ability to find and use equipment, to prepare themselves for their physical education lessons or when tidying up after a lesson.
17. Pupils' attitudes to school are good. They are eager to come to school, enjoy lessons and work hard. They have a very good idea of how to behave in class, which is supported by the behaviour policy. Their efforts in class, in work and behaviour, are appropriately acknowledged and celebrated in assemblies. The good behaviour in class contributes significantly to the quality of learning that takes place. Pupils concentrate well and work quietly. Lessons are frequently characterised by good humour and an accompanying enthusiasm to answer questions. Pupils listen carefully to each other when expressing opinions in religious education lessons and share their experiences at the end of the day. They are polite to adults when they meet them around school. They greet them in a friendly way, offer directions and open doors.
18. Behaviour in class is very good. Pupils respond well to teachers and understand routines. They raise their hands politely to answer questions, listen attentively to their teachers and move sensibly to tasks. Lessons are frequently calm and peaceful, with

a concentrated and quiet working atmosphere. Pupils' show a respect for class rules, usually wait their turn to speak and respond well to the enthusiasm demonstrated by their teachers. This high level of good behaviour is not always maintained outside the classroom. Moving about the school is sometimes noisy. A crowded play area means that the occasional fast and boisterous activities, mainly at lunchtimes, can lead to some unsatisfactory behaviour. There were no incidents of racism observed and all pupils are made to feel welcome and valued.

19. The quality of relationships developed within the school is very good. These very good relationships between teachers and pupils greatly enhance the quality of learning. Teachers encourage a relaxed but respectful atmosphere when sharing ideas. Young children feel secure and happy. Pupils demonstrate a respect for class rules and speak in turn, listening attentively. They often work successfully with partners and help each other during information and communication technology lessons. Some older pupils are able to help at playtimes with door duties. Each class sends representatives to the school council. Classes are beginning to allocate time to discuss personal issues and values, especially in religious education and at the end of the school day.
20. Pupils' personal development is good. However, they have not yet sufficiently taken control of their own personal discipline. Younger pupils carry out helpful tasks in the classroom. Year 6 pupils gain in responsibility as a result of helping supervise younger children as they enter the building at the end of break times and they help in the dining hall at lunchtime. Pupils grow in maturity as a result of their involvement in the school council.
21. There have been no exclusions in this school year. Attendance is just below the national average, but satisfactory overall. The school has made great efforts over the last year to improve the unauthorised absence figure. The majority of pupils come to school on time, and registers are completed quickly, enabling a prompt start to be made to lessons, as was the case at the time of the last inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching is good across the school. Twenty-one per cent of lessons were satisfactory, 63 per cent were good and 16 per cent were very good. This is a better standard of teaching than what was found in the previous inspection. There was no unsatisfactory teaching compared with 8.5 per cent at the time of the last inspection. There were particular strengths in the teaching of the under-fives, in one Year 2 class and in Years 4, 5 and 6. Pupils are well motivated by the lively teaching and achieve high standards because teaching is well planned and interesting. The high expectations of behaviour are a significant strength.
23. Teachers' subject knowledge is good. This is particularly so in art and design, design and technology, history, religious education and physical education in Key Stage 2. This has ensured that standards have risen in these subjects since the previous inspection. History lessons are enjoyable occasions when many pupils comment on how much they enjoy exploring the past. Teachers have considerable experience in teaching pupils with complex special educational needs. They also work effectively with learning support assistants to provide high quality teaching for a pupil with English as an additional language.

24. Relationships between teachers and pupils are a very significant strength of the teaching and the management of pupils' behaviour is consistently very good across the school. Very effective use is made of praise and encouragement to motivate pupils and to celebrate their success. As a consequence pupils have a positive attitude to learning and show good interest in all of their work and make very significant gains in confidence. For example in design and technology pupils demonstrate confidence to experiment and try again when their work goes wrong. They learn very effectively from their mistakes. Short-term planning is good and teachers tell pupils what they intend them to learn so that they are clear about what is expected of them in the lesson. This results in the pupils making good progress. Teachers make satisfactory use of homework and work completed at home makes a satisfactory contribution to pupils' learning.
25. The quality of teaching for the under-fives in the reception classes is consistently at least satisfactory, 45 per cent is good and 33 per cent very good. The teachers work extremely well together as a team, which ensures very good, balanced development in the six areas of learning. They provide good quality learning experiences and have high expectations for children's learning. Lessons include a rich variety of tasks. Some tasks develop independence and others need adult support. Particularly good practice in the very good teaching observed is the creation of an atmosphere of wonder and the very good use of ongoing assessment to ensure that all tasks meet the needs of the children. Teachers make effective use of support staff and parent helpers who are well prepared and who provide unobtrusive and useful help.
26. Whilst much of the teaching in one Year 2 class is very good, the overall quality of teaching in Key Stage 1 is good. A good range of reading strategies and the good use of scaffolding of pupils' writing results in marked improvements in standards in Key Stage 1. Teachers are well organised and use effective strategies to promote pupils' interest. For example, in a Year 2 history lesson a pupil dressed as a pirate in order to stimulate interest in using co-ordinates to find the buried treasure. Skilful questioning extended and supported the pupils' learning.
27. The quality of teaching in Key Stage 2 is good overall. The pace in teaching is good in most lessons and pupils are challenged. This has resulted in higher test results in English, mathematics and science in 2001. The atmosphere for learning created by the teachers is very good and pupils are confident to take risks in their learning and so extend their knowledge, understanding and skills. Pupils listen very attentively and thrive on the range of interesting activities provided. For example in art and design, pupils have great fun in producing some good quality landscape pictures and in making models from clay. Learning is good and often very good. In history, pupils sensibly put forward their own views for discussion and enter into lively debate.
28. Because of the good and very good teaching, pupils show very good interest in their work and they concentrate very well. Their knowledge of their own learning is a particular strength and results from teachers sharing ongoing assessments with their pupils so that they know their strengths and weaknesses and also know what they have to do to improve their work.
29. The quality of teaching of literacy, numeracy and science is good throughout the school and because of this standards have risen in English, mathematics and science in the current school year.

30. The quality of teaching for pupils with special educational needs is good. The teaching for those pupils with statements of special educational needs is very good and so they make very good gains in the development of their motor skills through very good teaching in DT and PE. Statemented pupils with challenging behaviour manage their behaviour well, because of the good support they are given. This makes a significant contribution to their learning. These pupils are fully included in all activities with their peers in this fully inclusive school. The effective withdrawal sessions by learning support assistants (LSAs) for additional literacy support results in pupils making good gains in their spelling and reading. The fun phonic games and the 'thumbs in game' are greatly enjoyed by pupils who consider that they have made good gains in their confidence in reading and writing as a result. The quality of teaching and LSA support for the pupil with EAL is good resulting in the pupil making good literacy and numeracy gains.

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

31. The curriculum in both key stages is sufficiently broad and balanced and all subjects are allocated sufficient time over the year. Within the curriculum there are strengths in science at both key stages, particularly with the opportunities provided for investigative science and promotion of scientific vocabulary. There are also strengths in history with the development of enquiry skills, design and technology, religious education and at Key Stage 2 in physical education. Teachers' planning is effective at both key stages and assists in ensuring that the required coverage of subjects is fully met. It also ensures progressive and continuous development within and across the key stages. Target setting for pupils has contributed to raising standards generally and although there is still need to raise standards in writing further, much has been achieved through its target setting and monitoring.
32. The curriculum for the Foundation Stage (in the reception classes) is very good. It is broad and balanced and matched to the six areas of learning appropriate to the age group. Careful planning provides a rich and varied curriculum and promotes learning and good opportunities for children to make positive progress in all areas of their development. It ensures a smooth transition for children in the Foundation Stage to the requirements of the National Curriculum.
33. The provision for pupils with special educational needs is good and conforms to the national Code of Practice. Procedures are in place to ensure early identification of the nature of pupils' learning difficulties. Targets are appropriate and precise.
34. Extra-curricular activities are good and include both sporting and cultural activities. These are popular and well attended by pupils. The school plans many visits both within the local environment and further afield, including a residential opportunity for Year 6 pupils. Such visits serve to enrich and support the curriculum, stimulate learning and extend pupils' experience of the wider world. Pupils at the end of Key Stage 2, who had attended the residential visits, appreciated the experience and it was clear from discussions that it promoted independence and collaboration. The school has a wide range of visitors including the school nurse and the railway police. Sex education and drugs awareness are provided suitably within the curriculum and the school is developing its personal, social and health education programme. However, although policies have been drawn up for sex education, drugs education and citizenship, they have not yet been formally presented to the governing body for

approval. Also not enough time is given to delivering the planned PSHE programme. All pupils are given equal opportunities across the full range of the curriculum.

35. The school has good links with the local community, and welcomes many visitors including the police, clergy, firemen, drama companies and rail safety officers. There are many educational and environmental visits to local places of interest, including Paignton Zoo, the National Maritime Museum and local museums. Year 4 pupils attend the nearby Mountbatten Water Sports Centre, whilst the Year 6 pupils have a residential visit to Grenville House at Brixham. Good links have been maintained with local churches and the vicar often attends to take assemblies. There is much local pride in the achievements of the school, as many parents and grandparents were themselves pupils, and during the inspection were happy to talk about the differences between when they were pupils and the school as it is today. The school contributes to the parish magazine, and in November a group of pupils from the school also attended the local Remembrance Service. The school choir is often requested to perform at local events, and each year they entertain the local Blind Club.
36. The school has close ties with the local playgroups, one of which is actually based on the premises. This good relationship particularly helps pupils when they move into full-time education. Teachers from the local comprehensive school regularly come in to teach subjects such as dance, drama and art and these enhance pupils' learning. There is a strong sporting link between the school and the local college, and pupils were proud to say that even though they have no grassed areas for practising sport in their school, that they were the primary school cricket champions of Devon. There is good co-operation between schools in the area, and staff regularly meet to discuss common issues. When a trainee teacher with Scottish connections was recently completing her teaching practice in school, pupils established links with a small school in Scotland and the result of this collaboration became the subject of an article in an educational magazine. All these links have a beneficial effect on pupils' learning and understanding of their place in the community and the wider world.
37. Good opportunities have been maintained in the overall provision for pupils' spiritual, moral and social development. Provision for pupils' cultural development is satisfactory.
38. The provision for pupils' spiritual development is good. Although opportunities for spiritual development are not widely planned across the curriculum, where opportunities do occur they are used well. Teachers frequently develop this aspect effectively during their lessons. This ensures those pupils' sense of wonder and curiosity is continually and carefully fostered. In the reception classes, a magical atmosphere is created as children look in wonder at objects from the seashore. In geography, younger pupils reflect on the contrast between lives of people who live in different communities to their own. Other opportunities occur in science and in information and communication technology. Pupils' writing also shows the opportunities pupils are given to explore values and beliefs. Religious education makes a very good contribution to pupils' spiritual development. It consistently provides a quiet and thoughtful atmosphere. Candles are lit to focus attention and prepare pupils for the consideration of the ideas and values they learn and the feelings of the people they learn about. The celebration of pupils' work and the quality of thoughtful displays around the school make a good contribution to pupils' spiritual development. A special atmosphere was created in an assembly when the school choir sang, followed by a quiet time for pupils' own thoughts. However, although themes for assemblies ensure the coverage of a whole range of issues, and

allow for quiet prayer, they do not consistently foster a successful reflective atmosphere.

39. The provision for pupils' moral and social development is good. Pupils are helped to develop a sense of the difference between right and wrong by developing their own classroom rules as well as the clearly upheld expectations for their behaviour. They are challenged by teachers to consider the effect of their actions on others. In the daily life of the school, teachers provide good role models in promoting harmonious relationships and a caring atmosphere within the school. Routines within the classrooms foster a calm and receptive atmosphere. Pupils understand the systems of rewards and sanctions, and enjoy the opportunities offered to them to demonstrate their good behaviour. Frequently assemblies carry a strong moral and social message. Pupils are encouraged to consider wider moral and social issues within their topics for writing. For example, they consider the negative effect of violence, and their concerns about the destruction of the rain forests. Other social and moral issues are well addressed through the school's support of charities.
40. The school's ethos ensures that it is a socially inclusive community, so that these pupils have opportunities to develop positive self-esteem. Pupils' achievements are regularly celebrated during assemblies. From an early age, pupils are helped to develop a sense of responsibility and initiative. Younger pupils are regularly given helpful tasks in the classroom. Pupils in Year 6 are given the responsibility around the school to help supervise pupils as they enter the building, and to help with younger pupils. They help in the dining hall. The school council provides a good opportunity for pupils from most age groups to discuss matters of concern that have been brought to their attention during class circle times. Lessons provide pupils with opportunities for pupils to work in pairs and groups, and there are good opportunities for pupils to undertake independent learning. Regular visitors and visits, including a residential visit, and extra-curricular activities foster pupils' social skills and interaction.
41. The provision for the cultural development of pupils is satisfactory overall. Regular and useful visits to places of historical and geographical interest are effectively used to develop an awareness of their own culture. Through their work in art and design they become aware of the artists of western culture, but their knowledge of a range of composers and music from other cultures is currently a weakness. Pupils are made aware of other faiths and beliefs from what they learn in religious education, and this is a positive contribution to their development. However, multicultural education through other aspects of the curriculum is currently under-developed. This reflects the findings of the previous inspection. Pupils are hesitant in showing a wider understanding in this area of their development. Overall, there are too few well-established opportunities to raise pupils' awareness of the diversity of cultures within their own country and the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The procedures for child protection and for ensuring pupils' welfare are good, maintaining the good standards at the time of the last inspection. The statutory procedures for child protection are in place. All staff in school are aware of their responsibilities in this area, and the services of the school nurse, behaviour support team, educational welfare officer, and school doctor are effectively used, in addition to various support agencies that regularly visit the school. Some staff and particularly

lunchtime staff, are currently awaiting first-aid updating or training. Procedures for monitoring and improving attendance are good. A computerised system is now used for recording attendance and absence, which easily enables the school to check emerging patterns of late arrival or persistent absenteeism. The registers are monitored weekly, and the educational welfare officer is used to investigate any pupils who are often absent or late.

43. Teachers, and all adults in the school, provide caring guidance and support for their pupils on a day-to-day basis. It has recently begun to consult pupils during circle times by asking them what they think about their school. Older pupils have completed a questionnaire and the school is using the information they have gained as a starting point for their new personal development programme. The school also uses occasions in assemblies to reward pupils for good behaviour and good work.
44. The majority of parents feel that the school cares for its pupils very well, and some parents spoken to during the inspection felt that the secure environment offered by the school was a very important consideration in their decision to enrol their child in the school. Very good induction procedures help the children to settle down happily when they first join the school. There is a good inclusive approach. Staff are sensitive to the needs of any pupils who need extra help because of individual circumstances or educational requirements and plan very well to give them the support they need. However, a small number of parents expressed concern at the amount of bullying and aggressive playground behaviour which occurs. Behaviour modification schemes have been established for some pupils, and these have a positive impact on their progress. The behaviour policy underpins the school's belief in a happy, secure and safe environment, and proposals are outlined in the behaviour policy for changes to the playground environment for different types of recreation, and also behaviour management training for lunchtime assistants, in an effort to cut down the number of accidents which occur during break times. The good relationships that exist between members of staff, governors and support staff, act as a positive role model for pupils. Staff know their pupils well, and are responsive to their needs. Pupils were able to discuss how they would deal with incidents of bullying, and most were confident in approaching their teacher or headteacher if they had a problem.
45. The quality of support and guidance for pupils with special educational needs is good. Parents feel that staff are accessible and responsive to the needs of pupils with learning and behavioural problems. School staff are supported by an external team of specialists and advisors. All problems are monitored through frequent visits by outside agencies, and by liaison with parents. Pupils' needs are identified early, and their progress is noted regularly. Their progress is carefully recorded in their individual education plans, in which parents are also involved. Classroom assistants also play a valuable role in promoting the well being and progress of pupils with special educational needs.
46. The school takes the health and safety of pupils very seriously. It follows the local education authority guidelines for health and safety and regular risk assessments of the premises are carried out. Pupils know exactly what to do in the event of a fire. The administration of medicines and accident books are up-to-date and some staff are trained in first aid, whilst other staff will be having their first aid training updated in the Autumn term. The interior and exterior of the school is cleaned to a high standard, and there is no vandalism or litter. Staff and parents rightly believe that the very attractive wall decorations contribute to a stimulating learning environment. There is no specific access for disabled pupils, and because of its split-level design, this could

pose problems for children with physical disabilities. However, in the prospectus the school states that it will always try to accommodate pupils with physical disabilities and to welcome them as full members of the community.

47. The school has made considerable improvement since the last inspection in the areas of assessment and recording, which were identified as key issues at that time. This aspect is now a strength of the school. The school has drawn up and successfully implemented a whole-school assessment policy for the core subjects (English, mathematics and science), which identifies procedures in assessment and recording to inform planning, so that teachers ensure that work is matched to pupils' prior attainment and needs. Additional assessments were introduced. These include detailed assessments for children who are under the age of five and end of year assessments in the core subjects for all pupils who are not undertaking end of key stage national tests. This is further supported by ongoing termly teacher assessments, also in core subjects. Results of all assessments are set against National Curriculum criteria and meticulously recorded in pupils' individual files.
48. Very good systems are in place to assess and track the progress of pupils with special educational needs. Teachers in the Foundation Stage work well with staff at the private nursery group, which functions on the same site, to identify concerns well before children enter school. The procedures for assessing children in the reception classes are very good. Information from the playgroups and the nearby nursery are scrutinised as children enter the school, together with the formal assessments made on entry. As they progress through the reception year the children are regularly assessed for achievement in reading, writing and mathematics. Clear and informative records are kept. This all ensures that teachers have a good overall picture of individual progress and enables them to plan work appropriately to match children's needs. It is efficiently used to inform curriculum planning to guide children and to ensure positive progress.
49. The school now has a good picture of how individual pupils are performing year on year in the core subjects as data gathered from assessment is thoroughly analysed and targets are set for improvement. Recently, the school identified weaknesses in attainment and became aware that some groups of pupils were not achieving high enough. An action plan to remedy this included setting from Year 3 in English and mathematics, and booster groups to target certain pupils towards the end of Key Stage 2. Work at different levels is now provided to meet the needs of all pupils in each class. Targets in literacy are shared with all pupils, who keep individual target cards with current work in English for easy reference. This has been so successful that plans are in hand to extend it to mathematics and science. Pupils' achievement is also celebrated in assemblies and they benefit from achievement awards they receive in class.
50. Arrangements to assess and monitor attainment and progress in the foundation subjects are still informal and left to individual teachers. Teachers know their pupils well and work at different levels is provided in these subjects in order to meet need. However, there is insufficient detail to compile accurate records to report to parents and properly inform them as to what their children can do and where they need to improve their work. The school recognises that this is an area for development and the assessment co-ordinator has included it in his action plan.
51. Assessing and monitoring personal achievement is at a very early stage. At present it is informal, but recently, the school has made a start by asking all pupils to express,

in writing from Year 3, their views about the school through use of detailed questionnaires,

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The partnership with parents is satisfactory overall but there is room for improvement in communication with parents/carers particularly through more friendly letters. At the time of the last inspection it was judged to be good. Most parents responding to the questionnaire, attending the parents meeting and in discussions during the inspection felt that they had a good relationship with the school. However, a small number of parents did not agree, and some found it hard to discuss matters of concern with teachers and the headteacher, particularly concerning bullying.
53. Most children enter the school via the private nursery, which is held on the premises, and also from the nearby playgroup which is held in the church hall. The school has a good induction programme for reception pupils, which includes school visits, workshops for parents and materials to explain early learning. When their children first join the school parents receive helpful information about school routines, how learning will be organised and how they themselves can be involved. Teachers meet with parents before the children start school. They are welcoming and provide friendly information whenever required. Parents are invited into school to meet teachers and the headteacher, and are also invited to workshops to support their knowledge of literacy and numeracy. Parents are encouraged to take an active part in the life of the school, and many do so by helping out in class, helping pupils to read, and on out-of-school visits. Parents and some grandparents also help out with after-school activities, and during the inspection many were eager to tell members of the inspection team that they had themselves been pupils at the school. This input by parents and grandparents reinforces the importance of education in pupils' eyes.
54. Homework books are sent home throughout all key stages and parents are encouraged to play their part in this aspect of learning by signing the books before they are returned to school. There is a parent notice board and a monthly newsletter. Letters to parents could be friendlier in style and tone. The annual reports are informative in core subjects, and tell parents clearly what their children know and can do. They give brief comments on where pupils need to improve their work. Parents appreciate the meetings, which take place after the publication of the annual report, and they also appreciate the informal meetings with teachers when they can discuss any problems. Some minor omissions in the prospectus and the annual governors' report were brought to the attention of the school. Parents of pupils with special educational needs are involved in writing their individual education plans, and they believe this helps teachers to set realistic and achievable targets. The procedures for the annual reviews of pupils with statements of special educational needs are very good and parent/carers are involved in setting the objectives for their children. Arrangements for children in public care are good and these pupils have personal educational plans.
55. The Friends of Laura Green School have provided many valuable resources, such as the planters and flowers, which are in the playgrounds. The money they raise also helps to fund visits to local places of interest, which the school plans to coincide with curriculum work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The quality of leadership and management is good. The headteacher ensures clear educational direction for the school. Her vision extends beyond raising standards to developing pupils to take responsibility for their own behaviour. She has enabled all staff to move in the same direction. There is a commitment to becoming a fully inclusive school that supports all children, including those with very challenging behaviour related to their special educational needs. The school successfully makes provision for older pupils disaffected from other schools including some who have been permanently excluded. She has not yet successfully communicated this message to all parents and a few perceive her as being soft on bad behaviour when in fact she is managing some complex and very challenging pupils well.
57. There have been a significant number of improvements since the last inspection in leadership and management. Systems for monitoring the quality of teaching and learning are now more effective and whole-school development planning is now better.
58. The headteacher, deputy headteacher, Key Stage 1 manager and special educational needs co-ordinator (SENCO) work as an effective senior management team. Each team member is clear about his or her lead responsibilities, which are clearly identified on the school development plan. In partnership they have created a school ethos committed to high academic and care standards. The management of the Foundation Stage is very good. The knowledgeable and committed co-ordinator is efficient and keeps detailed and informative records of all aspects of provision. The management of special educational needs and also the management of pupils with EAL are significant strengths. Management of inclusion is good. The governor with responsibility for special educational needs attends school on a regular basis. He spends time in classrooms supporting teachers and working with pupils. This provides him with first-hand working knowledge of this aspect of education. This direct access works positively to improve the quality of education as well as reviewing the provision available for these pupils. The senior management is very aware of where the weaknesses lie and what has to be done to bring about improvements. However, the level of multi-cultural awareness is variable amongst the senior management team.
59. Although the headteacher is open and consultative she has not successfully communicated this side of herself to all parents/carers and a few perceive her as being unapproachable. She recognises the need to manage the communication with all parents more effectively than at present and is planning to involve the parents in setting new aims for the school. Her strong focus on building pupils' confidence, self-esteem and commitment, enabling them to take responsibility for the management of their own behaviour, alongside raising standards in English and mathematics has not been clearly understood by a small minority of parents. However, staff recognise her consultative and open style of management.
60. The school's aims and values are good but they were shaped without fully involving the pupils and parents. The headteacher plans to review the school's aims and values and is determined to involve all staff, parents and the pupils in the review and development of a new set of aims.
61. The school's development plan is good. This is a significant improvement since the last inspection. It is an effective tool to manage change. It prioritises developing the curriculum, improving the accommodation and raising standards, particularly in

mathematics in Key Stage 1, and also raising standards in writing across the school. This plan provides a clear focus for the whole staff who know what is in it and the part they have to play in bringing the identified priorities to fruition. The planned priorities are costed. The one-year plan is set in the context of a more flexible three-year longer-term strategic plan. There are effective systems in place for monitoring and evaluating the plan and outcomes from the review exercise are used to inform subsequent planning. The quality of teaching and learning in numeracy and literacy have been rigorously monitored and the LEA has supported the senior management team in their monitoring. However, co-ordinators of the foundation subjects and religious education do not have sufficient time to monitor the quality of teaching and learning in the subjects for which they have responsibility.

62. The school's ethos is good. Relationships between pupils and staff are a major strength. The administrative staff and the site manager consider that they are valued and they effectively manage the areas of work for which they have responsibility.
63. The governing body is supportive and meets its statutory responsibilities. However, not all governors are sufficiently involved in the decision-making process and whole-school planning. Their knowledge and understanding of what goes on in school is variable and not all governors provide sufficient challenge to the headteacher.
64. The school budgets satisfactorily for all expenditure. Information is provided by the headteacher, after discussion with the staff regarding analysis of National Curriculum Assessment Test (NCAT's) results and other information, to the governing body. Discussion takes place considering and identifying priorities, which are then matched to proposed expenditure. The present underspend, although appearing high, is within recommended guidelines. However, the school has offered a valid explanation for this underspend, as well as indicating projected expenditure. Money from grants has been used effectively and careful monitoring has taken place. Information technology is used very efficiently by the administrative staff, which supports the day-to-day management of the school. Appropriate use is being made of modern technology to support the work of the governors and the school overall. The school has adopted the LEA policy for applying the principles of best value and this works effectively. The school provides good value for money.
65. The school has sufficient teachers with relevant expertise and experience who work well together and act as good role models. The high commitment of teachers to raise standards is making a significant contribution to the learning, especially for those pupils with special educational needs. There are not sufficient teaching assistants to meet the needs of pupils in all literacy and numeracy lessons and when this occurs the quality of learning is reduced. Newly qualified teachers are mentored well and given appropriate opportunities for professional development. Performance management is well organised. All teachers have appropriate targets linked to their own professional development and the school's overall commitment to raise standards. Teachers with management responsibilities have clear specific targets and documentation shows that these are being addressed very well. The issue raised in the last inspection about teachers' job descriptions is no longer relevant; each teacher has a clear detailed job description.
66. The previous inspection report stated that the playgrounds are relatively small and barely adequate for the number of pupils, with little to stimulate or to enhance play and learning, and inspection findings reflect a similar position four years later. Classroom accommodation is satisfactory and has been effectively enhanced by

colourful wall displays, which value pupils' work. The site supervisor and his staff maintain the building to a high standard, and there is no litter or graffiti. However, the large number of staircases in school and the fact that the computer suite is two floors up in the main building, would create problems for pupils with mobility difficulties.

67. Resources in school are good overall and the school is very proud of the recently equipped information and communication technology suite. Very good hardware and supportive software support this. The suite is being well utilised by pupils in all key stages. There are well-stocked libraries, which are being used to effectively raise standards in reading and there are clear plans to improve the library further in the next phase of refurbishment. The drama hall and the gymnasium are used well for physical recreation within the school. Children from the nursery also come in to school to use the hall for physical activities. Resources to support learning in the classroom are good in the Foundation Stage overall. A weakness lies in the current insufficiency of large toys and an outdoor area but these limitations are to be rectified in the near future. The school has purchased many new musical instruments recently, but resources in mathematics need some development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. The governors, headteacher, deputy headteacher and key stage managers should give attention to the following points to improve further the quality of education provided and to raise standards for all pupils:
- As identified by the school itself, raise standards in mathematics in the Foundation Stage and in Key Stage 1 by implementing its current plans. (Paragraphs 1, 2, 6, 61, 74, 93 and 96).
 - Continue with the good work started to improve standards in writing across the school by implementing the relevant parts of the School Development Plan. (Paragraphs 4, 10, 26, 31, 61, 72, 82, 85, 86, 87 and 88).
 - Improve the quality of provision for personal, social and health education by:
 - ensuring that sufficient time is made available for teaching PSHE; and
 - getting the draft policy for sex, drugs and citizenship education ratified by the governing body. (Paragraph 34).
 - Improve pupils' awareness of the fact that they live in a pluralist society by teaching about the diversity of cultures represented in Great Britain through all subjects in the curriculum. (Paragraphs 41, 58, 113 and 144).
 - Improve the playground environment and provide more structured play activities in the playground areas during break times and particularly during the lunch break. (Paragraphs 44, 66 and 79).
 - Ensure that all letters sent home to parents/carers are friendly in tone and build confidence and an effective partnership between school and home. (Paragraphs 52, 56, 59 and 60).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	63	21	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	384
Number of full-time pupils known to be eligible for free school meals	126

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	96

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	5.23
National comparative data	5.20

Unauthorised absence

	%
School data	0.96
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	24	22	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	20	20
	Girls	16	16	17
	Total	34	36	37
Percentage of pupils at NC level 2 or above	School	75	79	81
	National	83	84	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	19
	Girls	17	16	17
	Total	35	35	36
Percentage of pupils at NC level 2 or above	School	79	77	83
	National	84	82	88

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	21	26	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	19
	Girls	20	15	22
	Total	37	30	41
Percentage of pupils at NC level 4 or above	School	81	64	87
	National	75	72	85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	20
	Girls	21	20	21
	Total	37	36	41
Percentage of pupils at NC level 4 or above	School	80	77	87
	National	70	72	89

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	88
Any other minority ethnic group	2

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	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	21.3
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	11.0
Total aggregate hours worked per week	264

Financial information

Financial year	2000/2001
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	£
Total income	722,270
Total expenditure	703,504
Expenditure per pupil	1,897
Balance brought forward from previous year	10,022
Balance carried forward to next year	28,788

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	389
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	42	9	0	0
My child is making good progress in school.	47	39	9	4	0
Behaviour in the school is good.	39	43	9	3	5
My child gets the right amount of work to do at home.	28	42	17	12	1
The teaching is good.	51	34	9	3	3
I am kept well informed about how my child is getting on.	32	47	13	7	1
I would feel comfortable about approaching the school with questions or a problem.	38	50	5	7	0
The school expects my child to work hard and achieve his or her best.	54	34	3	5	4
The school works closely with parents.	26	45	20	8	1
The school is well led and managed.	26	49	12	9	4
The school is helping my child become mature and responsible.	39	45	7	5	4
The school provides an interesting range of activities outside lessons.	29	37	13	4	17

Not all columns add up to 100 because some parents return questionnaires with some questions that are left unanswered.

Other issues raised by parents

At the parents' meeting a very small number of parents criticised the leadership of the headteacher. Inspection evidence confirms that their concern is not founded. There were complaints about the neglect of the flower boxes purchased by the parents. Examination of the boxes during the inspection found that they contained lovely flowers well cared for by an excellent site manager but the boxes would benefit from a fresh coat of varnish. Parents' concerns about the faded games sketched on the playground are justified and they are in need of a fresh coat of paint. Concerns about some inconsiderate motorists parking on the zigzag lines outside of the school are justified and the school is doing all that is humanly possible to address this issue.

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

69. Overall provision for children in the Foundation Stage is good. Children currently in the reception classes achieve well and make good progress. The teachers work well together as a team, and much work has been done to ensure the successful implementation of the new curriculum for younger children. A weakness of the previous inspection was the provision for the development of children's knowledge and understanding of the world. This has been carefully addressed, and positive links are made within areas of the curriculum such as science, history and geography, to ensure there are consistently good learning opportunities in this area.

Personal, social and emotional development

70. The personal, social and emotional development of the children in the reception classes is very good. Many of them enter the school with underdeveloped skills in this area of their learning, so teachers ensure that they provide a climate in which children can learn to relate to each other and adults. By the time the children move into Year 1, they meet the Early Learning Goals in their personal, social and emotional development. The children are confident in whole-class discussions and enjoy working on their own or in a group. They communicate well with each other, and enjoy each other's responses. Their good relationships are exemplified by the way they spontaneously applaud the successful achievements of others. They take turns and share, and willingly observe the conventions of school routines. They show much personal independence and self-sufficiency in their ability to find and use equipment, to prepare themselves for their physical education lessons or when tidying up after a lesson. They persevere with their tasks, and many demonstrate an impressive ability to become absorbed in their tasks when not under direct teacher supervision. A very good feature of their development is their eager attitude to learning. They listen avidly and are keen to talk about their work and show what they can do. Through the very good opportunities provided by teachers, they develop a sense of wonder and appreciation of what the world around them has to offer. Teachers frequently create a magical atmosphere, which provides a delightful environment for children's curiosity and reflection.
71. The quality of teaching in this area of learning is consistently very good. Teachers provide very good role models. Every opportunity is used to reinforce this aspect of children's learning whether it is planned or spontaneous. As the children enter the school, teachers' planning ensures that there are a range of activities and opportunities for the children to gain confidence and develop the necessary skills, and this planning is adapted to meet their needs as they progress through the year. It is also implicit in the daily life of the classes. Teachers have high expectations for behaviour and attitudes and ensure that the children are aware of these expectations. At the same time they provide a warm and caring atmosphere where children can develop their self-esteem and confidence. Teachers have a very good awareness of those children with special educational needs, and they carefully help them to integrate with other children and make good progress in their personal development.

Communication, language and literacy

72. Children enter the reception classes with below average levels of linguistic development. They all make good progress and develop their skills for speaking and listening, reading and writing effectively. Most children meet the standards outlined in the Early Learning Goals of the Foundation Stage by the time they move into Year 1. Many of the children have exceeded the school's targets for this area of their learning. Children with special educational needs make good progress due to the specific tasks and support planned for them. All children show much enjoyment when listening to stories and songs and their listening skills are very good. They pay good attention to the teacher, and follow instructions carefully. They make positive gains in their speaking skills, so that they answer questions and make comments clearly, using the appropriate language. Teachers challenge them to think for themselves, and they use their developing language to describe what they have learned and explain their work. For example when examining objects from the seashore, they describe a pebble as 'smooth with no rough edges'. They use their new language to communicate during role play. Children show a positive enjoyment of books, enjoying the humour and repetition they meet in the big books of the literacy hour. They point out features that they recognise, such as speech bubbles. The more able children recognise many key words out of context and read from their own books with confidence and fluency. All demonstrate a growing awareness of letters and sounds, and are using their knowledge of this to help them with the words of their reading books. They voluntarily point out the letter sounds they know when reading, for example their work on clocks in mathematics. They also apply this knowledge well to their independent writing, where they endeavour with the utmost concentration to use what they know to spell recognisable words. Their work over time shows how well their writing skills have progressed. The higher attaining pupils are developing good independent writing skills. Handwriting is variable, as some children still have difficulty with the careful formation of letters.
73. The teaching of communication, language and literacy is good overall. The teaching ranged from satisfactory to very good. Teachers demonstrate at least good subject knowledge, and this ensures that they are able to provide structured opportunities for children to develop their learning. Teachers have high expectations, and every opportunity is used to develop language and literacy skills through all areas of the curriculum. The children respond to these expectations, showing an enthusiasm and pride in their achievements. The teaching of basic skills is consistently good, ensuring that children are receiving a solid foundation on which to build their learning. Very good teaching is exemplified by a calm working atmosphere, where time is best used to the children's advantage, and where ongoing assessment is carefully used to match all work to children's needs. Satisfactory teaching provides good learning strategies and opportunities during the shared time of the literacy hour, but not all the tasks for group work meets the needs of all children, thus limiting the progress of some during the lesson. The quality of support provided by learning assistants is good. They are well prepared and know the children well. Home reading and some spelling tasks further support the children's learning.

Mathematics

74. Most children enter the reception classes with below average levels of mathematical understanding. Their attainment as they enter Year 1 is below what is expected for children of this age, but they make consistently good progress so that their achievement is good. When counting they are able to recognise patterns in number, counting in twos as far as ten, and counting in tens as far as 100. They count accurately at least to ten, but some need practical support to help in the recognition

of the written number when taken out of context. Higher attaining children are able to go further than ten, and write two-digit numbers confidently. Most children recognise which numbers are missing from a number square, and are able to recognise two-dimensional shapes and sequence patterns. They are developing their awareness of the passing of time, and some are confident when identifying the 'o'clock' on a clock face. Their ability to record what they know and learn is less well developed. Although higher attaining children understand early concepts of addition and subtraction, they are less experienced in more formal recording, for example of number sentences, to show they are applying what they have already learned.

75. The teaching of mathematics is good. Teachers are efficiently organised so that lessons can proceed at a brisk pace, ensuring maximum learning opportunities. Teachers know the abilities of the children well, and appreciate that the children need to have the opportunity to have real mathematical experiences in order to build their understanding and confidence. This provides a good foundation and framework for their future development. The good and very good teaching of the numeracy strategy is further expanded through extra time for the use of lively activities and useful games. The mental mathematics times are stimulating and the teachers make good use of a range of strategies to motivate the children and give a good grounding in basic numeracy skills. The use of every opportunity to expand and challenge the children is typical of the very good teaching seen. It results in eager responses from the children who are keen to improve their learning. Teachers are thorough in ensuring that all groups of abilities understand the concepts they are learning at the appropriate level.

Knowledge and understanding of the world

76. Most children enter the school with a limited knowledge of the world in which they live. They make good progress so that by the time they enter Year 1, they attain standards which meet the expectations of the Early Learning Goals. During their time in the reception classes, the children have broadened their understanding of the world around them considerably. Their knowledge and understanding is developed through an interesting range of topics and cross-curricular activities. Activities are productively linked to topic work, teaching is of very good quality and children demonstrate very clear development of skills. For example, with careful teacher's guidance children examined a range of objects from the seashore. Through their own observations, comments and the teacher's skilful questions, they learned about pebbles, stones, shells and seashore creatures. The further opportunity to use magnifying glasses heightened their observations. They excitedly talked of the 'rainbow colours' and 'shining silver' they could see. An attractive portfolio of their work shows that they are capably developing skills for information and communication technology.
77. The teaching in this area is very good. The way that topics are planned, the organisation of a range of experiences, and the efficient combined use of teachers' time are all contributory factors in ensuring children's good gains in this area of their learning. Children experience teaching which allows for quiet guided observation, questioning and discussion taking place in an atmosphere that creates awe and wonder. They then have opportunity to engage freely in investigation and experimentation. This all has the effect of creating a stimulating environment where children of all abilities successfully develop their knowledge and understanding of the world.

Physical development

78. The children make good progress in their physical development and are in line to meet the Early Learning Goals. Children handle malleable materials and tools such as scissors with adequate control. Most use pencils and colours correctly to write and draw, although there are some who have not yet fully developed the more precise controlled skills needed for forming written letters and numbers. They use construction toys with dexterity, and sand and water play enables them to further develop their physical control. In physical education lessons, they are aware of the importance of warming up before starting exercise. The majority show a sound awareness of space and body control. When using large apparatus, they show that they are adventurous, have good co-ordination and can confidently perform a range of movements. Children with special educational needs are given good support to help them achieve positively. Well-established routines for dressing and undressing ensure children display a good level of independence.
79. It was only possible to observe one lesson for physical education, and in this lesson the teaching was satisfactory. A good feature in this lesson was the children's ability to listen to the teacher. This ensures that no time is wasted, and that they are fully aware of the need for safety and good behaviour. Effective use was made of the learning assistant in helping to support groups of children. Teaching provides sound guidance as children explore the range of apparatus available. However, insufficient opportunity was provided for children to demonstrate their performance so that useful evaluations could be made, thus helping them to improve and achieve higher standards. At present there are no facilities for pupils to develop their physical skills through the use of an outdoor play area, but there are plans for this to be developed in the near future. Teachers provide good opportunities in the classrooms for children to develop their skills for handling and controlling smaller tools, for example through cutting, painting and sticking. These skills are further developed through the use of information and communication technology.

Creative development

80. The children develop sound skills and achieve the expected levels of attainment of the Early Learning Goals in their creative development by the time they leave the reception classes. Displays around the classrooms show that children experiment with a range of material and media to create colourful pictures and designs. Much of their work is linked to their current topic, and shows the development of a range of skills. Paper weaving is used to create baskets for a picnic; mathematical shapes are used to create a plate of food. They use paint, pattern and collage to create a bold lighthouse and seaside scene. Finer skills are used for painting sunflowers and to create petal designs. An added dimension is the use of information and communication technology to create their pictures. The children enjoy engaging in role play, and co-operate well in this, suggesting ideas and listening to the ideas of others. Together they happily buy food from their 'café' or create and organise a 'picnic'. When singing they join in with good pitch and timing, using actions confidently. They are beginning to demonstrate a good awareness of rhythm and beat when using percussion instruments.
81. The quality of teaching is good. Teachers ensure that the children are presented with a wide range of opportunities to explore paint, cutting and sticking materials. This is frequently and carefully linked to what is happening in other areas of the curriculum. Children are proud to show the pictures they have made and eager to explain the

skills they used. Their completed efforts are carefully displayed, which contributes to the attractive classroom environments. Teachers plan carefully for the development of creativity alongside the skills children need to learn to help them with their achievements, with good emphasis on the use of role play.

ENGLISH

82. Standards in English have improved since the last inspection and are average at both key stages. In the Key Stage 1 2000 national tests the standards were below the national average in reading (in line for similar schools) and well below the national average for writing (below for similar schools). This year's tests show a significant improvement in both areas, 77 per cent of pupils achieved Level 2 or above in reading and 88 per cent achieved Level 2 or above in writing. This improvement is the result of the very good management of English and the very focused teaching to meet the set targets. At Key Stage 2 the results of the 2000 national tests showed standards to be in line with the national average and above for similar schools. The 2001 tests show an improvement, especially in the number of pupils attaining Level 5 in reading. Results in writing also improved slightly. Inspection evidence shows that standards in English at the end of Year 6 are average.
83. Speaking and listening are good throughout the school. Most pupils listen attentively in lessons. Many pupils speak confidently and courteously to visitors, asking questions and offering help. Pupils are given good opportunities to talk in pairs, small groups and in front of the class; they speak confidently and make themselves heard, resulting in good learning for the whole class. Year 4 pupils explain the results of a science experiment clearly and coherently showing a good understanding of the topic on growth.
84. A good range of reading strategies are taught in Key Stage 1 and by the time they are seven many pupils read fluently with expression and understanding. They have regular opportunities to read to adults individually in school and most pupils read regularly at home. The home/school diaries provide a useful link so that parents can be involved in the development of their child's reading. By the time they are eleven most pupils have developed adequate reading skills to enable them to access a wide range of text. Many of the oldest pupils can use the higher reading skills of skimming and scanning – this was seen as they studied text about the National Marine Centre. Reading is particularly well managed in Year 6 and pupils make good gains in knowledge and skills in this year. Well-targeted support is provided for pupils with special educational needs and these pupils acquire the basic skills of reading to allow them to participate in the next stage of their education.
85. In Key Stage 1, the standards of writing are broadly in line with the national average at the end of both key stages. The good improvement in the standards of writing since the last inspection is the result of providing pupils with lots of support, for example words, phrases, story beginnings and endings which are clearly displayed. Very effective use of story frames is a feature of teaching writing in this school, for example stories written by Year 2 pupils - detective stories, silly stories, magic stories. All had their special frame. Appropriate writing frames are used for non-fiction writing. In the lessons where this approach is not used the standard of work is lower. Pupils in Years 1 and 2 work on a range of text; story writing, reports, poetry as well as non-fiction. They are beginning to use adjectives to describe a story setting or character. They know when to use full stops and capital letters.
86. In Key Stage 2, Year 3 pupils understand that letters are written for a variety of purposes and for different audiences and know that different language is used in formal and informal letters. Year 4 pupils interrogate text very well, for example, 'Stig of the Dump', to prepare a reasoned argument. They understand that their views must be substantiated by the text. They are beginning to choose words carefully, for

example scared, terrified and petrified. Pupils in Years 5 and 6 are learning about the characteristics of persuasive writing. They know about the different types of text that are used, the need to use imaginative slogans, bullet points and strong powerful language. They are beginning to use these strategies as they prepare brochures to encourage people to visit the National Marine Centre and to advertise their school, for example 'A Whole New World Under the Sea'; 'Exceptional Education'.

87. Standards in handwriting are satisfactory. In handwriting books the standard is good, but it is not used consistently in all work. In fact, many of the oldest pupils revert to print when asked to write quickly, for example to produce a piece of extended writing in forty minutes. Spelling is satisfactory throughout the school. At age seven most pupils spell a range of high frequency words correctly, use phonic skills and begin to recognise some spelling patterns. By age eleven most pupils spell words with common prefixes and suffixes and recognise silent letters. Although there are many errors in their first draft, pupils check their work carefully and are able to correct many of them.
88. Teaching is always at least satisfactory. It is frequently good and sometimes very good. The very good teaching occurs mostly in Key Stage 2. Teachers across the school have a good understanding of how to teach reading and writing and this is raising standards. Good teaching in phonics was seen in each class during the literacy hour. This, along with the other reading strategies, which are being consistently well taught, is beginning to raise standards. Some very lively teaching of phonics in small groups is having an impact on the learning of pupils with special educational needs. Strengths of the teaching are the very detailed planning highlighting exactly what is to be taught and learnt; the very good management of pupils to create a positive learning environment for all and evidence of good marking which tells pupils what they have done well and what they need to do to improve further. Where teaching is only satisfactory, it is the choice of activities, the long introductions and the slower pace which lead to less concentration by the pupils and thus less learning.
89. Pupils with special educational needs make good gains in their spelling and reading as the result of well-planned additional literacy sessions managed by very effective learning support assistants. Through fun card games they make significant gains in confidence in reading. The 'thumbs in game' is greatly enjoyed by pupils who themselves recognise that they are becoming more confident readers. Due to the skill of these learning support assistants, phonics is made interesting and pupils were observed getting excited in their learning about split digraphs!! This is quite amazing. However, although these sessions are very beneficial for pupils with special educational needs and make a very significant contribution to their learning, they are not monitored to see how many times pupils are taken out of the same subject for additional support. However, pupils with reading and writing difficulties are included in mainstream classes for most of the time, where they are given good quality support by their class teachers and learning support assistants who work in an effective partnership to meet their needs. Currently there is only one Year 2 pupil who is at an early stage of language acquisition as a result of being an EAL pupil. Through humoured and focused support she is making very good progress in pronunciation of difficult English words and she is making good gains in her comprehension skills. She giggled appropriately when working on nonsense poems but found some of the content of the lesson very difficult.

90. As a result of the stimulating teaching, pupils' attitudes to English are good. They listen attentively, settle to work quickly and work hard to try and complete the task in the time allowed. In many lessons, teachers have very high expectations to which pupils respond well. This is especially true in Year 6. Across the school pupils are keen to share their work and this contributes to their personal development.
91. Pupils are beginning to use their literacy skills effectively across the curriculum, for example Year 2 pupils write captions about The Fire of London as part of their history topic; Year 4 pupils write about their visit to the synagogue and St Andrew's Church and the oldest pupils write about aspects of Ancient Egypt. Investigation is an important aspect of science teaching in the school, and Year 4 pupils write up their results legibly and use concise scientific vocabulary.
92. Management of English is very good. The policy gives very clear helpful guidance to teachers about teaching each attainment target, thus helping to achieve consistency across the school. The co-ordinator carried out a thorough audit, set challenging targets, provided training, support and encouragement and monitored the progress. She has enthused other teachers and the commitment by all staff to raise standards is clearly evident. The National Literacy Strategy has been implemented very well – teachers now have the confidence to adapt it to ensure that it is meeting the needs of the pupils in their school.

MATHEMATICS

93. In the national tests in the year 2000, pupils in Year 2 achieved standards well below average compared with all schools and also when compared to similar schools. Inspection evidence suggests that standards in Year 2 continue to be below the national average with fewer pupils achieving a higher level than expected. There has been some improvement in attainment for the least able pupils. Pupils are making satisfactory progress during Key Stage 1 from a low base.
94. Pupils in Year 6 attain standards broadly in line with those expected for their age. The results of national testing in 2000 were slightly below average. Since then there has been a significant improvement in the number of pupils attaining higher levels. This is a result of effective teaching and the monitoring of progress of individual pupils.
95. Pupils with special educational needs are well supported in numeracy lessons, where work is well planned to meet their needs. Learning support assistants work closely with class teachers to ensure that good progress is made. During the inspection no noticeable differences between the attainment of boys and girls was recorded. Pupils with English as an additional language have work specially prepared for them and participate well in lessons with support and make good progress with their mathematical understanding.
96. By the age of seven, pupils are able to investigate numbers up to 100, composing addition and subtraction sums of their own. A few are able to use multiplication by five as well. They are able to count in twos and tens. Most pupils can interpret charts and classify numbers or objects in pictorial displays. They recognise angles as turns, describing a route through a maze. A few of the most able pupils can add and subtract three-digit numbers, sort by two criteria (even numbers and those less than 40). The younger pupils use a number line to 20, counting in ones and twos, and are beginning to count in tens. Many have learnt the meaning of 'empty set' and are eager to explain it while discussing a pictogram of fruit.. 'There were no

watermelons. It is an empty set'. However, by the age of seven pupils are less confident in understanding subtraction as the inverse of addition and often need much encouragement to solve problems during the mental/oral section of the lessons when responses are often slow. Fewer pupils than expected are confident with their understanding of place value and ordering numbers to 100 and above. Some experience difficulty in using a number line for counting back in subtraction. For these reasons standards by the end of Key Stage 1 are below the national average.

97. By the age of eleven, pupils are able to calculate the duration of time taken for a train journey. They translate analogue times to those on a digital clock, whilst involved in problem solving with a timetable. They are learning how to convert common fractions to decimals, using division and cancelling. They are able to measure angles to the nearest degree and calculate areas. They understand equivalent fractions and rounding numbers. Imaginative opportunities are given to pupils to increase their understanding, for example they are challenged to make water clocks and marble-run clocks and also to consider the time changes in world time zones. They are able to use co-ordinates to plot the corners of shapes and can interpret information, use tallying and transfer results to graphs.
98. Teaching is good overall. Teachers manage pupils very well. Rooms are well organised and routines and systems are in place that ensure very good behaviour. This enables pupils to concentrate well in lessons. They are able to answer sensibly and listen to others, which enables them to learn as much as possible. In the best lessons, a brisk pace and well-organised activities give a lively feel to the session and pupils learn quickly. Teachers use good questioning, which ensures that pupils understand new ideas. Directing questions at individual pupils extends knowledge and enables teachers to assess understanding. Teachers demonstrate good knowledge and understanding of mathematics by combining several areas of work together. For example, during an oral session a number game was used where the operations and numbers were chosen for an individual to guess, but gave the whole class an opportunity to work out the answer. Teachers help pupils to build on previous learning. For example, sorting house numbers in a pictogram using their knowledge of one-, two- and three-digit numbers. This ensures that pupils make good progress with their learning as they can see its relevance to what they have done before. During lessons worksheets are often used. These are most effective where the teacher designs them specifically for individual pupils or groups. Homework is set regularly and matches well with work carried out in class.
99. Teachers are familiar with the National Numeracy Strategy and this is reflected in the quality of planning and varying levels of work for different groups in the class. For example, after discussing a pictogram of fruit in a bowl some pupils were able to make their own fruit bowl by using information and sticking the correct number of pictures. Some were able to roll specially designed dice to create their picture, whilst others were able to make their own pictogram. Sharing lesson objectives and specific vocabulary, for example pictogram, extract, sort, data, with pupils is effective in consolidating their learning. They are beginning to understand their own learning and how well they are achieving. Occasionally in the less effective lessons the introductory session is slow or the first two sessions are not clearly separated.
100. Teachers make regular assessments of pupils' progress and good records are kept. The co-ordinator has used careful analysis of these records as well as non-statutory test materials to track pupils' progress and to identify particular areas of study for special attention at the end of Key Stage 2. The priority given to teaching

calculations with problems expressed in words is evident in class, and has developed as a result of this analysis.

101. The use of information and communication technology to develop mathematical knowledge is good, particularly in Key Stage 2, where pupils use word-processed material to explain investigations like 'exploding fractions', use data-handling programs to display graphs of all types and construct questionnaires from which information can be extracted. Mathematics is also used effectively in other subjects, particularly science, geography and history, to record information, usually in a tabular or graphical form. There is also good evidence in displays of work of mathematics from different cultures, both historic and ethnic, which match to work carried out in other subjects, for example historical studies on ancient Egypt and Greece. This contributes well to the positive attitudes that pupils have towards mathematics.
102. Pupils listen well in class. They answer quickly and politely and take careful note of instructions so that they can concentrate on the work they have been set to do. They concentrate for long periods of time and present their work neatly. Routines are well established and there is very little time wasted during different parts of the lesson.
103. There has been significant improvement in standards at Key Stage 2 since the last inspection. The co-ordinator has taken an active and decisive role in deciding on targets and establishing groups for special teaching. The improvement in standards is a direct result of this close monitoring and effective teaching.

SCIENCE

104. Inspection findings are that standards at the end of both key stages are above average. The progress that pupils make as they move through the school is good, including those with special educational needs. Standards have risen since the time of the previous inspection in both key stages and the 2001 National Curriculum Assessment Tests support the present findings, although no national comparative figures are yet available. Standards have risen because teachers have higher expectations of what the pupils can achieve as well as developing more confidence, knowledge and understanding in this area. The subject co-ordinator has worked well with colleagues to implement new national guidelines for the development of the subject. This has been particularly successful in enhancing the development of investigative skills. Assessment is much more secure and consistent and assists teachers in their forward planning. This is an improvement since the last inspection. In the 2000 end of Key Stage 1 teachers' assessments, the percentage of pupils achieving Level 2 or above was well below the national average, although they had secured a 20 per cent improvement from the previous year. The percentage of pupils achieving Level 3 was above the national average. In comparison with similar schools, the percentage of pupils achieving Level 2 or above was below the national average, whilst those achieving Level 3 was well above the national average.
105. In the Key Stage 2 National Curriculum Assessment Tests in 2000 the results were slightly below the national average but in line with similar schools. The results of the 2001 National Curriculum Assessment Tests suggest a significant improvement but these have yet to be verified because there are some queries outstanding and as yet there is no comparative data available.
106. In Key Stage 1, pupils make good progress and during the inspection pupils made observations of plants. They learned the names of different parts of plants and drew

and labelled them appropriately. By the end of the key stage, pupils understand the requirements of a circuit and using wires, batteries, bulbs or buzzers and they independently construct their own circuit. They also construct their own switch using conducting and non-conducting materials. Pupils confidently discuss what they are constructing and what is required to complete the circuit.

107. Pupils in Key Stage 2 make good progress in their experimental and investigative work. Pupils in Year 4 know how humans grow. They use scientific terms and measure the forearms and create a bar chart. From this they concluded that boys have bigger bones. By the end of the key stage, pupils work collaboratively to predict and then confirm the properties of different materials and whether they were opaque, translucent or transparent. Again, prior to and during the investigation pupils used scientific vocabulary to make their predictions or observations.
108. Pupils in both key stages are given good opportunities to develop their investigative skills. They are able to sort out materials and determine whether they are reversible or irreversible. They learn and understand about forces at a young age when they carry out 'push and pull' experiments. Their understanding of electrical circuits is developed well and pupils can relate the safety aspects as well as the functional. Pupils enjoy science and their present diet of improved investigative science is clearly impacting on improving understanding and raising standards.
109. Teaching is good overall at both key stages. Teachers' knowledge and understanding of science has improved since the last inspection. This has inspired confidence and has developed their skills. They have high expectations and lessons are delivered at a brisk pace. Tasks are organised to match the ability of the pupils, particularly those with special educational needs, as well as to build on prior learning and experiences.
110. The co-ordinator has worked closely with colleagues to improve investigative skills. This boosts the pupils' interest in the tasks and quality of their learning. Assessment is developing well and targets are set carefully in order to monitor the progress of pupils.

ART AND DESIGN

111. Pupils make good progress through the school. Standards in art and design are above the national expectations at the end of both key stages. There has been an improvement since the last inspection with a rise in standards at Key Stage 1.
112. Pupils in both key stages are provided with a wide range of experiences and are encouraged and given time to investigate and experiment before producing a piece of work. They study the work of a range of artists including Monet, Paul Klee, Kadinsky and Matisse and produce work in these different styles. Knowledge and skills, for example observational drawing, are being developed well throughout the school. In Year 1, pupils make pencil drawings of buildings using photographs taken with the digital camera, Year 2 pupils draw pictures of household objects from different views, including a bird's eye view and Year 6 pupils produce detailed drawings connected with their Egyptian topic. These pictures show good skills in line, tone and shading. Thus art is linked well to other areas of the curriculum. Pattern work and painting show that pupils are building on their skills well as they move through the school. The youngest pupils learn to mix paint and to make colours lighter and darker – this skill is demonstrated in Year 2 when they use hot colours to paint flames linked to their

history topic, the Fire of London. The Year 6 pupils produce some good quality landscape pictures. Pupils in each year group have opportunities to work with textiles, for example tie dying, batik, and modelling materials, for example clay.

113. Teaching in art and design is good throughout the school. Lessons are very well planned and show clearly the knowledge and skills that pupils are expected to learn. The contribution made by a teaching assistant with particular expertise in art is considerable. She takes small groups of pupils in each year group and is very effective in increasing their knowledge and skills and giving them confidence. The structure of lessons is good. Teachers give clear introductions, effective demonstrations of techniques and allow pupils time to experiment. Teachers interact with pupils very well. They use praise effectively and encourage those who are reluctant, which raises pupils' self-esteem. Art and design lessons make a good contribution to pupils' social and personal development as pupils are given frequent opportunities to select their own materials and to work collaboratively. However, too few opportunities are used to develop their knowledge of artists beyond the Western European tradition.
114. Pupils really enjoy art and design lessons. They listen attentively and work with enthusiasm. The behaviour in all lessons seen was very good. Pupils moved about the art room in an orderly manner, showing awareness of the needs of others. They spontaneously helped each other and shared ideas. The oldest pupils working with an artist in residence responded very well to the wide variety of learning opportunities on offer. Pupils' work is displayed well and this values their effort and achievement.

DESIGN AND TECHNOLOGY

115. All pupils, including those with special educational needs, make good progress throughout the school. Standards attained in design and technology are above those expected nationally at the end of both key stages. This is a significant improvement from the last inspection. Several factors contribute to this achievement: the quality of the finished products; the understanding of the design process; and the progressive acquisition of skills. Products are neatly finished and decorated, joints on structures are well made and pupils throughout the school have a good understanding of the four-stage design process. There is evidence, from the youngest to the oldest pupils, that they plan and evaluate their work effectively. Throughout the school, there is a comprehensive range of skills taught and all pupils have good experiences of working with food, wood, paper and textiles. They are able to make structures using wooden frames and young pupils learn how to make objects move, using wheels with axles. They weave with a variety of frames and materials. At the end of Key Stage 2, pupils are experimenting with making geared models, to enable movement to take place both horizontally and vertically.
116. At Year 2 pupils realise that 'testing' a product is a good way to see how effective it is. They are able to use bricks to check whether their 'well', a winding toy, really is able to lift up an object by using a winding drum. They join with glue, tape and staples and punch holes to hold an axle. Pupils in Year 3 can make insightful comments and suggestions as to how their robot model works, using pneumatic systems like balloons to move ears, tongues that wag after a blast of air and eyes that pop. They use appropriate vocabulary well and make good evaluations of how they have modified their designs. By the time pupils reach the end of Key Stage 2 they are able to answer very detailed questions which help them to evaluate their work. For example, having made an Olympic torch (which effectively links design and

technology skills to history and science) they can say how effective the design was, how to make improvements and assess how satisfied they are with the outcome. Some would like to have brighter bulbs and some would improve the casing.

117. Teaching is good throughout the school. Teachers plan effectively in this subject, successfully linking the products made to other areas of the curriculum, for example a glove puppet related to cartoon characters, Roman war machines and Egyptian irrigation equipment. The organisation of the timetable allows for good teaching in small groups, as most year groups operate an activities afternoon. Good progress is made in the development of skills in these small groups. The classroom assistants are well deployed, working with a few children or individual pupils. Pupils with special needs are well supported, especially those needing support with physical skills, like sewing.
118. Pupils enjoy design and technology. They are well behaved and keen to work. They are determined to complete their tasks and to perfect their work. The small groups give them the opportunity to talk at length with their teachers, to obtain help when required and to take pride in their finished work. They demonstrate confidence to experiment and try again to match work to their plans. At all ages they are keen to discuss their work with each other and with adults.
119. Good display gives an interesting visual record of the work completed. Photographs, class books and written accounts of work using information and communication technology are all used. Particularly of note is a Year 6 class book recording work done on shelters, which demonstrated the whole design and technology process and has evidence of careful planning and accurate measuring. The co-ordinator is enthusiastic and manages the subject well.

GEOGRAPHY

120. By the ages of both seven and eleven, pupils attain the nationally expected standard. This reflects the findings of the previous inspection. Pupils make sound progress throughout the school and achievements in both key stages are good, both in the development of geographical knowledge and in the understanding of the necessary skills given their prior attainment. Through careful support, pupils with special educational needs are enabled to make good progress.
121. At the end of Key Stage 1, pupils show that they have a good knowledge and understanding of the topics covered. Their work shows a good blend of knowledge and skills. They compare their own community with a contrasting area, and through this learn how to reflect on how peoples' lives can differ because of their environments. Their thoughts on this are captured well in their work. Mapping skills are well developed through making maps of imaginary places, such as a Treasure Island, which includes co-ordinates and symbols. Discussions with pupils show that they have a good grasp of these principles. Looking at the journeys of Barnaby the Bear supports their knowledge of the wider world. Pupils in Year 1 are given good opportunities to develop their knowledge and skills through realistic experiences. They use the locality, for example, to conduct a traffic and parking survey.
122. At the end of Key Stage 2, pupils' geographical skills are developing in a systematic way, as they study a mountainous region and research it for a holiday destination. Through this topic they have developed an appropriate level of mapping skills as they consider maps and plans in more detail, identifying places and environments. They

are less sure of identifying features on a world map when taken out of the context of the topic they have recently studied. They demonstrate an increasing ability to use geographical language, which they use to good effect when discussing their knowledge of the water cycle, rivers and their effect on the environment. Topics studied by other groups of pupils through the key stage ensure that overall knowledge and skills are successfully built on. Younger pupils are currently studying water and are developing an understanding of the impact of water, or its lack, on people and places. Others have studied settlement, linked judiciously with their topic in history. Through this work they have successfully created an attractive travel brochure. At the end of the key stage, a weakness in their knowledge is an in-depth understanding of diverse present day cultures.

123. The quality of teaching is good overall. It is evident from the pupils' work samples that teachers have good understanding of geography. This has a positive impact on pupils' learning and responses to the subject. They are diligent and forthcoming when discussing their work, confident in what they know. Teachers use the subject effectively to promote pupils' literacy skills when pupils record their work. Numeracy skills are used well in the introduction of co-ordinates and temperature charts. Information and communication technology is used to help with research. Effective links are made with history. This is particularly good in Year 5, where teaching successfully combines the two to help pupils achieve a greater understanding of their own locality. In the good lessons seen, teachers were well organised and used effective strategies to promote pupils' interest. For example in Year 2, a pupil dressed as a pirate in order to stimulate interest in using co-ordinates to find the buried treasure. Skilful questioning extends and supports pupils' learning.
124. The good level of progress and the standards of provision have been maintained well since the previous inspection. There has been a recent changeover in responsibility for the co-ordination of the subject, and this has been carefully managed. The conscientious new co-ordinator has carried out a thorough review of the policy, which is comprehensive and helpful. The units of the scheme of work, which follows national guidelines, are being carefully evaluated to ensure they meet the needs of the school. Teaching is monitored through a scrutiny of teachers' planning. As yet, there are no formal assessment procedures, but the co-ordinator is aware of a need to develop this aspect. The subject is enhanced by visits to places of geographical interest within the locality. Geography makes a satisfactory contribution to pupils' cultural development.

HISTORY

125. By the age of both seven and eleven, pupils attain standards that are above those expected nationally. This represents an improvement in standards since the previous inspection, when standards were judged to be in line with national expectations.
126. Only one lesson was seen in Key Stage 1 during the inspection, and this was for pupils in Year 1. When developing their knowledge and understanding of the lives of people from the past, pupils in Key Stage 1 look at a range of contexts. This helps them to understand how people such as Florence Nightingale were influenced to act in the ways that they did. For example, they compare hospitals of the past and present, and devise a set of questions as a basis for enquiry. In their study of the Great Fire of London, they considered the different types of houses of the time, and the events recorded by diarists. Their sense of the passing of time and chronology is developed through effective links with their topic, such as looking at fire engines

through the ages. Their knowledge base is good, and they are acquiring a good ability to consider a range of relevant evidence and make reasoned conclusions. Pupils' progress across the key stage is good for all abilities. Their history experiences begin well in Year 1, where they are encouraged to look at a range of artefacts and decide how these were used. They show a sense of wonder when being shown how, for example, a lamp was used for lighting a house. The limitations in their vocabulary hinder their explanations, but they benefit from the experiences so that they effectively develop a sense of the past.

127. At the end of Key Stage 2, pupils show that they are competent historians! They know what it means to look at evidence, to distinguish between fact and opinion and to develop skills of enquiry. This, together with the very good explanations given by teachers, ensures very good knowledge that is heightened by their ability to use these skills. Their knowledge of their current topic on Ancient Egypt, for example, is impressive. In the lessons observed they considered evidence on Cleopatra. They sensibly put forward their own views for discussion and enter into lively, well-considered, and sometimes humorous, ideas for debate. Good knowledge and developing skills are evident throughout the key stage. Pupils in Year 3 are keen to demonstrate their knowledge of the Tudors and the Pilgrim Fathers. In their local study, pupils in Year 5 successfully look at evidence from a range of sources to enable them to compare past and present, carefully checking it and asking more questions.
128. All pupils make good progress and so the achievements of these pupils are good. This is reflected in the good quality of the work in their books. They record their work in a variety of interesting ways, and most pupils carefully present their work. They use their skills for literacy well, both for writing and for research. The helpful support provided by teachers ensures that all pupils, including those with special educational needs, are able to make good progress.
129. Teaching is good overall. In Key Stage 1, effective strategies ensured that pupils successfully developed their understanding of the passage of time, and how to compare the past and present. In Key Stage 2, the teaching ranges from satisfactory to very good. Teachers are successful in generating an appreciation of the richness of history in pupils. This is well displayed in lessons, when pupils' concentration and motivation are consistently sustained. Pupils' response and attitude to history are very good. Many make comments on how much they enjoy exploring the past. The teachers' subject knowledge and enthusiasm are also positive factors in the attainment of high standards and enjoyment of the subject. This is particularly evident in the teaching of Years 5 and 6. High expectations and good relationships exemplify very good teaching. This gives pupils the confidence to engage in worthwhile discussion and enquiry. Teachers also provide opportunities for pupils to look at and consider history from different angles. For example, previous work on the Second World War shows that pupils examined the use and effect of propaganda. Satisfactory teaching provides solid consolidation of learning, but some missed opportunities to further extend pupils' knowledge.
130. Attractive displays of pictures, models, artefacts and pupils' own work all help to support and enhance their learning. Resources are good and used well. Pupils' knowledge is further extended by visits to places of local interest. The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.

131. The enthusiastic co-ordinator has a very good understanding of all the requirements for the teaching of history. The curriculum for history is broad and balanced with good emphasis on both knowledge and skills. The scheme of work is based on national guidelines, and the co-ordinator is aware of the need to ensure it consistently meets the needs of the school. At present there is no formalised method for assessment in the subject, but this is to be addressed in line with the school development plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. Standards in information and communication technology are in line with those expected nationally for pupils at the ages of seven and eleven. In the last report, information and communication technology was a strength of the school and it is still true that the standards attained in word-processing, the use of graphic software and methods of data handling are very good, especially at the end of Key Stage 2. However, due to the recent acquisition of new equipment and the establishment of new systems, pupils have had fewer opportunities to use computers for research and control, and have yet to start using electronic mail and the Internet for research and learning.
133. By the end of Key Stage 1, pupils use the computers to alter text by changing words and punctuation in a nonsense poem, 'The Ning, Nang, Nong'. They use pictures from a file to illustrate their stories based on the book, 'Not now, Bernard', and are beginning to use the keyboard effectively. They can use a graphics program to make pictures linked to other areas of the curriculum, for example symmetrical patterns and illustrations for their work.
134. By the end of Key Stage 2, pupils are using a spreadsheet program competently to create questionnaires. They are able to represent data in tables, graphs and displays of various kinds. They can effectively manipulate text and use formatting skills to design newspapers and reports. Word-processing skills are very good. Pupils have become used to writing directly with the keyboard and know how to edit their work efficiently. A digital camera is in use in the school and files of pictures are stored.
135. Teaching is good. Teachers make good use of the computer suite and classroom PCs. For example, whilst sorting into various categories, pupils in Year 2 are able to use a program which allows them to sort shapes in a similar way. The school has adopted government guidance for the teaching of information and communication technology. Skills in information and communication technology are taught progressively and teachers are inventive in relating the content of work to literacy, local events and recording in history and geography. A visit to a local outdoor sports centre was used as a basis for writing newspaper articles. Classes are well organised and classroom assistants offer good support to pupils with special educational needs, especially those requiring support to manipulate a keyboard and a mouse. Each class keeps an extensive portfolio of work but there are no formal assessment procedures in place at present. Teachers demonstrate their own expertise in the use of information and communication technology for planning, labelling and enhancing displays around the school. Many of them use the projector facility to enhance the effectiveness of their teaching in the computer suite where a large display helps them to demonstrate skills to the class.
136. Pupils enjoy information and communication technology and concentrate well on the task in hand. They co-operate well, often working in pairs and helping each other.

They listen well to their teachers and make very good use of their time in the computer suite. The oldest pupils are able to describe clearly the task they have been set and are eager to carry it out.

137. The co-ordinator is very enthusiastic about his subject and the action plan is good and addresses the present gaps in opportunities to communicate through e-mail and to carry out research with CD-roms and the Internet. All grants associated with the acquisition of information and communication technology equipment have been utilised well and the school has a suite of machines suitable for a class of pupils and includes lap-top computers which are available for staff to utilise for their planning. The suite is well used and the local pre-school group also enjoys the facilities. Specific training for teaching staff starts soon and good use is made of shared expertise through the local group of schools, for example bids for purchasing and also the shared expertise of a computer technician.

MUSIC

138. The majority of pupils in Key Stage 1 make satisfactory progress in music and achieve standards that are in line with those that are expected nationally. Only one lesson was seen in Key Stage 2, but information gleaned from other sources, such as talking to pupils, and music making and singing in assemblies, shows that pupils make good progress in Years 3 and 4 and pupils' attainment is above that which is expected nationally. Insufficient evidence was presented to enable a judgement to be made for year groups at the end of Key Stage 2. All other pupils participate fully in musical activity, including those with special educational needs. Overall, in areas where a judgement can be made, this shows some improvement from the previous inspection when attainment was in line overall, but composition and performance were less well developed than singing.
139. At Key Stage 1, pupils have very good attitudes to music. Younger pupils know a wide range of songs, rhymes and hymns and tunefully sing them. The majority use body percussion effectively to accompany their songs, by tapping and clapping out rhythms and keeping a steady beat. They listen attentively to rhythmic patterns and try to identify the tunes. Older pupils successfully create their own simple rhythmic patterns for the rest of the class to follow on tuned and untuned instruments. They work enthusiastically in pairs, with instruments, to compose new patterns and perform them confidently for the class. They understand 'silence' and some pairs create it successfully in their patterns.
140. In Key Stage 2, the one lesson seen, which was taken by the co-ordinator, was very well planned and organised, with constant practical activity to involve and motivate Year 3 pupils from the onset. They respond well to good skill teaching of the musical elements and clear focus on improving composition and performance. They answer sensibly and thoughtfully when asked questions such as 'Is our performance the best possible or can we make it better?' They maintain an individual part in ostinato reasonably well and name and use a wide range of tuned and untuned instruments to create their own simple compositions, with an accompanying drone, which they evaluate effectively. They are eager for opportunities to conduct the group. Pupils in Year 4 are equally enthusiastic about music making. They say teachers make the lessons enjoyable. They talk knowledgeably about all the areas of composing, performing and appraising and also about the different instrument families, such as wind and string, and describe accurately how they should be played. They comment on occasions when pupils have brought their own instruments from home for the class to enjoy, such as a trombone and a guitar. When listening to the music of famous composers, such as Beethoven, Mozart and Vivaldi, they describe how they put their heads on the desk and listen in silence, trying to identify in their minds the instruments used and the feelings that the music has evoked in them.
141. Older pupils are less secure when discussing their music making and say that music making has been less frequent of late due to other pressures. They enjoy linking music to their dance lessons, where they create high/low movements in response to the music and where they follow a steady beat in country dancing.
142. The quality of teaching and learning is satisfactory overall, sometimes good, in those year groups for which a judgement can be made. This is because teachers have appropriate subject knowledge, their planning is good and they prepare lessons that are very practical, allowing all pupils to be fully involved. They encourage pupils to talk freely and knowledgeably about their musical activities and they respond

knowledgeably and thoughtfully. Teachers are enthusiastic about music making and this is communicated very well to pupils, having a good impact on pupils' learning and attitudes to the subject.

143. Talented singers are developed well when they participate in the new school choir, which is open to all pupils throughout Key Stage 2 who enjoy singing. The choir regularly sings in special assemblies and leads the school in special performances, such as the forthcoming musical production of 'The Factory Children'. Pupils competently and confidently sing counter melodies, rounds and in 2/3 parts. The co-ordinator has set her very high expectations for singing throughout the school on the very high standard of singing of the choir, and although she has not yet achieved this, pupils understand the importance of good pitch and breathing control when singing and singing is satisfactory overall. Pupils are proud of the choir and, recognising the good quality of its singing, enthusiastically invite visitors to listen to them in assembly.
144. Leadership and management of the subject are good. The new co-ordinator is capable and enthusiastic about her role. As well as establishing the successful choir, the recorder band, started two terms ago, is already accompanying singing in assembly. A new and appropriate policy is in place. Teachers have all been provided with the necessary planning guidelines for their year group to ensure progression and consistency throughout the school. An exciting range of new resources has been purchased, including some multicultural instruments. This is planned to address the subject curriculum weakness in the development of pupils' multicultural awareness. Support is offered for those non-specialists that need it. Monitoring of teaching and standards is not yet in place and although assessment opportunities are now located in units of work, assessment still occurs mainly through observation and is informal. Future plans include developing assessment and more inset for staff to ensure that they are all comfortable and confident when teaching music.

PHYSICAL EDUCATION

145. Standards in physical education are in line with the national expectation at the end of Key Stage 1 and above at the end of Key Stage 2. This indicates an improving picture from the previous inspection when standards were in line throughout the school. There is no significant difference in standards between boys and girls and all pupils are offered the same opportunities for all aspects of the curriculum. The school provides the opportunity for pupils in Year 6 to visit Grenville House in Brixham for a residential week early in the autumn term. This offers pupils a variety of activities such as canoeing and abseiling. Pupils in the middle of Key Stage 2 have made their first visit to the Mountbatten Centre for a two-day programme of activities. These visits together with their games activities contribute positively to the personal, social and moral development of pupils, as well as promoting independence.
146. In a lesson in Year 1, pupils practise skills learned during the term in team game situations. They made satisfactory progress, particularly in their use of space and carrying out instructions accurately. However, a few pupils offered challenging behaviour, which effectively slowed down progress to a minor degree. By the end of the key stage, pupils displayed good throwing and catching skills as well as improving their spatial awareness. By the end of Key Stage 2, pupils had continued to improve their hand eye co-ordination and when practising bowling techniques demonstrated good progress. Evidence gathered from other sources indicated that pupils make good progress in dance, swimming and in competitive sport.
147. Teaching overall in Key Stage 1 is satisfactory and in Key Stage 2 it is good. The pupils are given a basic foundation in the physical education curriculum in Key Stage 1 and make satisfactory progress. As they pass through Key Stage 2, the teaching is more focused on developing skills, knowledge and understanding. Pupils become more self-disciplined and adopt a more positive attitude towards their activities and become more self aware of their performance and the performance of others. Teachers generally have a secure knowledge and high expectations. Lessons are delivered at a brisk pace and teachers are good role models in terms of dress, which is accepted and copied by the pupils. Teachers use skilful demonstration and lessons are structured well, featuring challenge, progression and enjoyment that ensures pupils are taken to the limit of their potential.
148. Pupils are given the opportunity to learn to swim adopting a 'crash course' system. In excess of 90 per cent achieve the 25 metres unaided swim by the time they leave school. Pupils throughout the school enjoy their physical education. They respond well to effective instructions and are eager to do their best for their team, particularly during yard games, when despite the restricted area available they display very good team spirit and adapt superbly well to these cramped conditions. All pupils, including those with special educational needs, participate in all activities and make similar progress.
149. The co-ordinator leads well. He has developed a good scheme of work that offers a wide range of activities for the pupils. This is having a positive impact in this area of the curriculum.

RELIGIOUS EDUCATION

150. Attainment is above that expected for pupils aged seven and eleven following a programme of study based on Plymouth's Agreed Syllabus. Provision for religious education was satisfactory at the time of the previous inspection. The school has improved its position. At that time, pupils' attainment, progress and attitudes to the

subject were satisfactory overall. Evidence from this inspection shows them to be good overall, with the exception of attitudes at Key Stage 2, which are very good, and attainment above what is expected in the locally agreed syllabus. The enthusiasm and very good knowledge of the new co-ordinator, who is a specialist, has had a very good impact on the subject, particularly through provision of a programme of work that is fully inclusive of major world faiths, especially Christianity.

151. At Key Stage 1 teaching is good and occasionally very good. Teachers make religious education lessons special times, when candles are lit and pupils spend a few moments at the beginning, reflecting, in silence, on current work and the issues that have been raised. A reverent atmosphere is immediately established, in which pupils start to think and calmly prepare themselves for the lesson. Challenging questions are used well to extend that thinking, to encourage pupils to feel empathy with key figures in the lesson and to help pupils understand why certain things happened. Younger pupils, for example, thoughtfully and confidently express their views on the suffering Siddhartha felt when he left his family and try to compare it with the suffering that Jesus might have felt. Older pupils respond sensitively when trying to understand how Joseph's brothers felt when they treated him so badly. They describe how Christians believe that God communicates with people in different ways and give relevant examples, such as Moses and the burning bush and David through his dreams.
152. At Key Stage 2, the picture is a similar one. Because teaching is good and lessons are interesting and well supported by suitable artefacts and activities, pupils listen and behave very well in lessons, are keen to learn and achieve well. A good example was when younger pupils, using all their knowledge about Christian churches, worked effectively in groups to design and furnish their own churches on paper. An able group quickly planned the outline of their church in the style of a 'Crown of Thorns', while others chose the more traditional design of the cross. Basic features and artefacts were added, such as the altar, cross, organ with pipes and stained glass windows. In discussion, pupils show they know the significance of all these things to people who worship in the church. They describe a visit to a local church of St Mary and the stories of Mary that are depicted in the windows. They look on posters and in books for more evidence to show what Christians value in the design of their religious buildings and compare them with what might be valued in a synagogue or a mosque. Some older pupils, when discussing the fact that stories, such as parables, can convey meaning and teach something beyond face value, effectively draw on real situations to consider the moral dilemmas that might arise around issues of forgiveness and right and wrong. Other pupils understand that art, such as painting, sculpture, poetry and dance, is often used as a vehicle to express religious feelings in many different religions and are eager to create their own paintings in the style of Holman Hunt's 'Light of the World'. Their poems, where they describe their feelings about loss in their families, are open, sensitive and honest.
153. The quality of teaching is good, sometimes very good in both key stages. Teachers, because planning is so thorough and the teaching programme is so relevant and interesting, have a good impact on pupils' learning, encouraging them not only to learn about religion but also to learn from it. Occasionally, pupils are kept for too long on the carpet but generally, teachers' questions are purposeful and challenging and pupils are thoroughly engaged in discussion and make good gains in their learning. Most teachers also provide good opportunities for pupils to express their own views in their writing and good examples were seen across the school. Assessment is left to individual teachers and is not consistent, but plans are in hand to remedy this. Classes are managed well, allowing pupils to focus quite clearly on objectives set for

the lesson. The creation of a calm orderly atmosphere, particularly in Key Stage 1, ensures that these occasions often make a good contribution to spiritual development.

154. The subject co-ordinator is very knowledgeable and enthusiastic about her subject. She has recently developed a programme of work, which is very well linked to the new locally agreed syllabus and is giving very good support to teachers' planning. She has developed many contacts in and around the city and, through these contacts, has been able to borrow and supplement the school's growing supply of artefacts and other resources. The programme of visits and visitors has also increased and is a good feature. Teachers' planning is thoroughly monitored but monitoring of teaching and learning to ascertain strengths and weaknesses in the subject have not yet started.