

INSPECTION REPORT

HIGH STREET PRIMARY SCHOOL

Stonehouse

LEA area: Plymouth

Unique reference number: 113273

Headteacher: Mr John Lynch

Reporting inspector: Mr Jon Palk
23630

Dates of inspection: 30 April - 3 May 2001

Inspection number: 194802

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary with attached nursery

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: High Street
Stonehouse
Plymouth

Postcode: PL1 3SJ

Telephone number: 01752 225649

Fax number: 01752 222031

Appropriate authority: Governing body

Name of chair of governors: Mrs C Sammuels

Date of previous inspection: 03/03/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23630	Mr J Palk	Registered inspector	English Religious education Geography Special educational needs	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
9837	Mr R Walsh	Lay inspector		Attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
26519	Mrs M Hatfield	Team inspector	Science Art and design Music Foundation Stage	How good are the curricular and other opportunities offered to pupils?
3942	Mr K Sanderson	Team inspector	Mathematics Information and communication technology Design and technology History Physical education English as an additional language Equal opportunities	Pupils attitudes, values and personal development

The inspection contractor was:

Full Circle
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small school located in an area of Plymouth that is recognised for its many social and economic problems. It is receiving additional support to help it deal with the impact of this on pupils' learning through its partnership with other schools and agencies in the Education Action Zone. There is also intensive involvement by the local authority in the development of literacy skills. The 161 pupils attending the school are taught in year groups until they are seven and then in mixed age classes that are organised by age. There are above average numbers of pupils with special educational needs and very high numbers with statements. There are a small number of pupils from different ethnic backgrounds but all the pupils are competent speakers of English. The proportion of pupils entitled to free school meals is well above average. The school has a large nursery that caters for a further 60 part-time and full-time children. This includes 14 children who attend its fully integrated special educational needs unit. More than half of the pupils in the nursery go to other schools in the area. The pupils are generally well below average in communication skills when they join the reception class.

HOW GOOD THE SCHOOL IS

High Street Primary School is an effective school. It is successful in teaching basic skills in literacy and numeracy and dealing with the many complex problems of the pupils that attend. It is a very caring school. It encourages good attitudes to work and behaviour and the committed team of teachers and assistants work well together. The headteacher and governors give good support to the many new initiatives that are aimed at raising attainment. Good use is made of the funds given to the school and it provides satisfactory value for money.

What the school does well

- There is a very good nursery.
- The teaching of four, five, six and seven year olds is good; it is well organised and stimulating.
- Pupils develop good attitudes towards school and are given all the help they need to learn how to work and play well together; relationships are very good.
- The pupils respect the adults working in the school and behaviour is good.
- The teachers' assistants give good support and are fully involved in helping the school raise standards.
- The headteacher and governors are good at building strong links with the community that benefit pupils.

What could be improved

- The standards that 11 year olds achieve in English, mathematics, science, geography and religious education are not high enough:
 - i. Teachers' planning and marking are inconsistent and affect the rate at which higher attaining pupils make progress.
 - ii. Not enough opportunities are given for older pupils to use their literacy and numeracy skills in challenging ways in other subjects.
- Checks on pupils' progress are not sharp enough in Key Stage 2.
- Strategies for managing improvements are not rigorous enough particularly in monitoring the quality of teaching and learning.
- Attendance rates are below average and there are too many latecomers.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in dealing with the issues raised in the last inspection carried out in 1997. Consequently the quality of teaching in Key Stage 1 is much better and the pupils are now making good progress in reading and writing. There are more opportunities for pupils to work together to solve problems and investigate in science but their enquiry skills are still undeveloped in other subjects. The library and computer suite make a positive contribution to developing reading skills and computer skills. Whilst literacy and numeracy co-ordinators have successfully implemented and evaluated the strategies, co-ordinators are still not monitoring the standards reached in other subjects. As a result standards in some subjects are no higher than when last reported. Inspection found that the school is responding well to the need to raise attainment, and the impact of recent initiatives is improving the rate at which pupils learn.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E*	E*	E*	D
Mathematics	D	E	E	C
Science	A	E	E*	E

Key

well above average A

above average B

average C

below average D

well below average E

E* indicates that the performance by pupils in the test was in the lowest five per cent of all schools nationally.

The table shows that when compared to similar schools the pupils' performances in recent National Curriculum tests are below average in English and well below in science. They were average in mathematics. Last year's test results in English and mathematics improved substantially as a result of the recent action taken by the school to raise the achievements of lower attaining pupils. Science tests results have not kept up with the national trends.

The targets the school has set for the proportion of 11 year olds in this year's tests and tasks are not demanding enough.

Results in National Curriculum tests and tasks for seven year olds are well below those of similar schools in the last three years in reading and mathematics. They are better in writing but still below average. These results are consistent with the poor attainment on entry of a large proportion of the pupils. However inspection found that the children in the Foundation Stage¹ are making good progress in all areas, and this is being sustained in Years 1 and 2.

¹ There are three stages identified. The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year, typically before a child's sixth birthday. Key Stage 1 begins when pupils are rising six and ends after they are seven years old and covers Years 1 and 2. Key Stage 2 starts when pupils are rising eight and usually completed after they are 11 years old. This key stage covers Years 3, 4, 5 and 6.

Although they are generally well below average compared to the majority of schools when they leave the reception class, in reading, writing and number, most seven year olds have reached average levels in their reading, writing, number and science. Their attainment in other subjects is similar to expectations with the best improvement being made in information technology skills.

Inspection found that the standards achieved by most 11 year olds are below average. Standards are improving in mathematics, writing and science as a consequence of better teaching and more support in class. The progress lower attaining pupils make and those with special educational needs is at least satisfactory and many reach average levels in their reading and number work. The progress that higher attaining pupils make is unsatisfactory. There is a lack of challenge for these pupils in all subjects and in the opportunities offered to them to use their literacy and numeracy skills.

The standard reached by pupils in information technology, design and technology, art, physical education and history is similar to those of most schools. Standards achieved in geography and religious education are below those expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about school.
Behaviour, in and out of classrooms	Good. Pupils behave well and respect the adults working with them.
Personal development and relationships	Very good. They learn to co-operate well together.
Attendance	Below average. There are pupils who still arrive late despite the best efforts of the school.

The school is a well ordered happy place where pupils learn to look after each other.

TEACHING AND LEARNING

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

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.

All of the teaching was at least satisfactory. Forty six per cent was good and ten per cent very good. The quality of teaching is however not consistent throughout the school. Teaching is very good in the nursery. It is a stimulating environment where all adults are involved in the planning of activities. In the reception teaching is good. The routines are well established and the children well managed. Strengths in Key Stage 1 are the involvement of teachers' assistants in supporting the learning of basic skills, the rich language environment and the use and development of basic skills.

In Key Stage 2 the teaching is satisfactory. There is good management of the pupils in lessons that are well organised. Not all the work is challenging enough and not enough feedback is given to pupils on how well they are doing.

Literacy and numeracy strategies are proving effective across the school and in most lessons the match of work, the expectations and the style of teaching are helping raise standards in reading writing and numeracy.

Homework is dealt with too casually to be of use to many pupils.

Pupils with special educational needs are fully included and get good support from teachers' assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Very good for children under five. Stimulating for pupils aged five, six and seven. Not challenging enough for ten and 11 year olds. Additional activities make a good contribution to pupils' academic and social development. Literacy and numeracy strategies are effectively implemented.
Provision for pupils with special educational needs	Satisfactory. Good support from teaching assistants means that they are fully included. The individual plans are not reviewed thoroughly enough by the teachers.
Provision for pupils with English as an additional language	Where this is required it is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good and there are excellent opportunities provided for pupils to develop socially. There is a good range of visits and visitors to help pupils appreciate the wider world and the opportunities it offers them.
How well the school cares for its pupils	Satisfactory. Good personal support and help given to pupils by all staff and outside agencies. Methods for checking on pupils' progress in older classes are not developed enough to support lesson planning.

There is strong partnership with parents in the early years and recent developments to strengthen this are bearing fruit. There are good relationships with all parents and this helps the school improve pupils' attitudes to school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Gives a clear direction to developments in the school and makes good use of advice and support. Delegates responsibilities effectively. There is no clear strategy for managing developments and the deputy headteacher's role in this is underdeveloped.
How well the governors fulfil their responsibilities	Good. They work closely with the headteacher and co-ordinators. They are fully involved in recent developments and good use is being made of their skills.
The school's evaluation of its performance	Satisfactory. The school has identified what needs to be done to raise standards, however it is not sharp enough on checking up on how effectively these are implemented.
The strategic use of resources	Good. Invested wisely in additional teaching assistants and in improving the accommodation. Grants are used well and the budget well managed.

There are enough staff and teaching assistants to meet the needs of the pupils and except for religious education, resources are enough to support the teaching. The school looks carefully to see where it can obtain best value and is particularly good at obtaining funding and resources earmarked for schools in inner city areas.

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 good standards of teaching. Pupils are expected to work hard. The accessibility of staff. Most parents are pleased with the behaviour of pupils in school. 	<ul style="list-style-type: none"> An increase in challenging homework for older pupils.

Inspection findings agreed that pupils work hard. They also found that staff provide good care to pupils and that parents have easy access to teachers. The findings also agreed that homework needs more challenge for older pupils. Teaching standards were found to be good up to the end of Key Stage 1 and satisfactory at Key Stage 2. The inspection team found behaviour to be good in school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At both key stages, the school's results need to be placed in an increasingly changeable social context, with the percentage of pupils eligible for free school meals, although falling, still well above the national average, and an overall trend of increasing numbers of pupils identified as having special educational needs. Pupil mobility is high with a significant proportion of the pupils returning to the school for a second or third time. These are challenges that the school is responding to and low achievement is being successfully tackled in the Foundation Stage and Key Stage 1. There is improved achievement amongst lower attaining pupils in English and mathematics in Key Stage 2 and last year's test results in English for 11 year olds showed a significant improvement in the percentage of pupils reaching the average attainment level.
2. Performance in National Curriculum tests and tasks for English and mathematics is well below national averages for both seven and 11 year olds². Results in the science test for 11 year olds are very low. The proportion of pupils reaching above average levels in these subjects is well below national averages and those of similar schools. Most five year olds are well below average in communication, language and literacy skills, numeracy skills and personal development despite good progress in these areas in the Foundation Stage. There are also high proportions of pupils on the register of special educational needs in most years and these factors depress test results.
3. Test results for seven year olds in writing are generally better than reading and in line with those of similar schools, however there has been no progress in mathematics test results. The results of teachers' assessments in science for seven year olds in 2000 show that the proportion of pupils attaining the expected Level 2 and above was broadly in line with the national average, and well above average, compared with similar schools. English test results in the 2000 National Curriculum test for 11 year olds have also improved faster than national trends, and mathematics test scores have increased in line with national trends as the impact of the literacy and numeracy hours benefit pupils. When compared to similar schools performances of 11 year olds are closer to average in English, average in mathematics and well below in science. The school is responding effectively to the lack of progress many pupils experience in acquiring basic skills. This year's realistic targets will be achieved in reading, writing and mathematics but these are still well below average levels.
4. Boys consistently achieve higher test scores than girls in the tests for 11 year olds, a reversal of the trend at seven. Last year there were a very small number of girls compared to boys and this may distort comparisons. Inspection evidence found that there is considerably more support for lower attaining pupils throughout Key Stage 2 and many make good progress; greater proportions of these are boys. There is a lack of challenge given to higher attaining pupils in the mixed age classes and they do not make enough progress. The school has analysed data for performance trends within subjects and is responding appropriately. They are beginning to address the

² The average level expected of all 11 year olds is Level 4. The average level expected of all seven year olds is Level 2. Level 2 is subdivided into 2A, 2B and 2C. Level 2C is the next level up from Level 1.

underachievement of higher attaining pupils in Key Stage 2, although systems for managing this are not rigorously applied.

5. Inspection found that standards are close to those expected of seven year olds in English, mathematics and science. These pupils are achieving well and are an indication of the improving standards in the school. This is an improvement on the last year's test and task results when greater proportions of pupils did not reach the average levels in reading, writing or mathematics. The present Year 2 have benefited from two years of the national strategies in literacy and numeracy as well as significant changes in the way these subjects are taught. The impact of more support staff, who are of good quality, as well as more focused planning means that the majority pupils will achieve Level 2. The proportions of pupils reaching the higher levels in reading and writing remains below that usually expected. All pupils are making good gains in the acquisition of basic skills. There is a sustained emphasis on learning sounds as well as spelling and handwriting. Number skills, particularly solving mental problems are improving and close to average. The pupils are using and developing their literacy and numeracy skills regularly in all lessons and this is helping to improve attainment.
6. Inspection found that most 11 year olds reach reasonable levels of attainment when their previous achievements at seven are taken into consideration. Overall the attainment of pupils in writing, mathematics and scientific knowledge is below average. Lower attaining pupils and those on the register of special educational needs have made at least satisfactory progress and speaking skills and reading are close to average. Higher attaining pupils do not reach standards that are expected of them in reading or writing or mathematics. Whilst these pupils write for a range of purposes much of the written work is undeveloped in style. Spelling and handwriting as well as grammar are inconsistently applied. Strategies for teaching literacy and numeracy are in place and the impact on standards in reading and mental computation is evident amongst average and lower attaining pupils. Some weaknesses in the quality of teachers' planning and the lack of sufficient development of literacy and numeracy skills through other subjects adversely affect progress. Higher attaining pupils are not stretched or challenged either in their reading or writing and their progress is unsatisfactory in their last year.
7. Standards have improved in reading and writing for seven year olds since the last inspection. The standards achieved by 11 year olds are very much as reported although research and investigative skills are better. In information and communication technology the standards reached by seven and 11 year olds are now in line with national expectations and pupils gain new skills quickly as a result of better equipment and regular teaching. By the age of seven pupils meet the expectations of the religious education syllabus and are broadly in line in music, art and design, geography, design and technology, physical education and history. By the age of 11 standards in other subjects are more variable and directly relate to the emphasis given to the subjects. Insufficient time is given to teaching religious education and standards are below those that could be expected. The introduction of new schemes of work in geography has affected coverage of some areas of geographical study and pupils' mapping skills are below those expected. The inspection did not reach a judgement about standards in music, as there was insufficient evidence. Pupils are reaching expectations appropriate to their age in physical education, design and technology, history and art and design.

Pupils' attitudes, values and personal development

8. The attitudes of the pupils are good. They like coming to school and are generally well motivated in lessons. This makes a positive contribution to their progress. The school has continued to promote the positive attitudes and values noted at the time of the last inspection, and parents are pleased with their children's good attitudes. Pupils react positively to the encouragement offered by all staff. In a very few instances, a small number of pupils find difficulty in maintaining concentration. These situations are handled consistently and patiently by all the staff involved. Pupils display an interest in their work and are keen to share with others what they have done. In physical education lessons observed, pupils were always keen to demonstrate their skills, and two pupils gave a demonstration, in an assembly, of a gymnastic sequence they had devised. In lessons there is no shortage of volunteers to answer questions, contribute to discussions and generally 'be involved'.
9. Behaviour at school is good. Pupils know what is expected of them and the great majority follow the rules. In the dining hall, around school and outside in the playground, where some lively play is enjoyed, behaviour is also good. Each class operates the 'golden rules' system where pupils are rewarded for good behaviour. Both parents and pupils are happy with the standards of behaviour. The school has a strict anti-bullying policy, and the rare instances of unpleasant behaviour or bullying are dealt with firmly and swiftly. There has been one permanent exclusion during the past year, the first recorded by the school. The school is generally successful in improving the behaviour of pupils who have been excluded from other schools.
10. Pupils' personal development is very good. They are friendly and confident amongst adults. Pupils like their teachers and teaching assistants and feel that they are well cared for. Relationships are very good generally. Pupils are comfortable chatting to any adult in school, about work and personal issues, and there are high levels of mutual respect. Pupils take part positively in 'circle time'³ and are fully involved in the school council⁴. Older pupils take seriously their monitoring duties including helping younger ones at lunchtimes and in reception. Through these activities pupils learn to accept responsibility, learn to co-operate and make good progress in improving their personal behaviour.
11. Although the school creates a happy and welcoming environment and pupils enjoy coming to school, the attendance rates are unsatisfactory and below the national average for a school of this type and size. Unauthorised absence also exceeds the national average and this has an impact on pupil attainment and ultimately on the standards the school achieves. The school documentation fails to emphasise to parents their responsibilities in this respect, and the importance of consistent attendance and its impact on their child's learning. Latecomers (especially noticeable in Key Stage 1 classes) often disrupt the registration process, but this is treated seriously by teachers. In spite of this, pupils settle to work quickly at the start of sessions. Timekeeping during the school day is generally good, with lessons starting and ending promptly. Registers are correctly maintained and comply fully with all the statutory requirements, but are not taken to a central place of safety, which would cause problems in an emergency situation.

³ The provision of a discussion period called circle time provides a structured time for pupils to talk over issues that face them as part of their everyday lives.

⁴ The school council is made up of two pupils representing each class, and comes together to discuss issues that are of current concern to pupils. A wide range of issues is tackled including behaviour.

HOW WELL ARE PUPILS TAUGHT?

12. The teaching in the nursery and reception is consistently good and children make good progress. The thorough organisation of the support staff is an important feature of the lessons, particularly given the high proportion of pupils with low levels of skills in communicating and language and literacy. Adults are always on hand to help guide their thinking, and to maintain the children's interest. Positive attitudes towards school and working with each other develop quickly. They learn how to take turns and to make choices for themselves. In the nursery the very wide range of abilities is skilfully managed and the benefits of full integration for pupils with specific learning difficulties are a strong feature. The nursery and reception classes are well resourced for language development and well matched to developing enquiry skills. Regular consultations between the teacher and the assistants ensure that the progress pupils have made are carefully recorded and any difficulties children are experiencing are quickly dealt with.
13. Overall teaching is of a better quality in Years 1 and 2 than in the rest of the school and much better than at the last inspection. There is a better match of work to the different abilities than at Key Stage 2 and the teachers' knowledge of the strategies for teaching literacy and numeracy is good. As a consequence the teachers are planning well to develop literacy and numeracy skills in all lessons and have higher expectations. In these classes the teachers' questioning is particularly effective and shows a good knowledge of the skills and needs of the different abilities in the class. In a Year 2 science lesson the readily accessible word banks and well-briefed teaching assistants were typical of the high expectations teachers have in this key stage. In contrast, the questions asked of pupils in Key Stage 2 are unchallenging for many pupils and do not always extend or develop the lesson objectives adequately. In a few lessons inappropriate digressions did nothing to further pupils' understanding but slowed the pace of the lesson. The teachers give clear explanations of what is to be learnt however too often the main feedback to pupils is directed at maintaining and rewarding behaviour rather than extending pupils' thinking.
14. The management of the lessons is brisk and teachers are well organised. This is particularly important given the short attention span of many pupils. The teamwork is particularly effective in lessons and teaching assistants are clear about what the pupils are to learn and how these basic skills will contribute to pupils' progress. In Key Stage 1 teaching assistants are fully involved in planning lessons with the two teachers and this is helping strengthen the use made of observations on the progress pupils are making. In a Year 1 class the focus of the food technology group work was to consider flavour and texture of a variety of fruits. The two teaching assistants skilfully discussed the pupils' likes and dislikes. They encouraged the pupils to justify their responses, all the time emphasising the vocabulary of flavour and texture that was identified in the lesson planning. The teaching assistants were well prepared with the 'key words' and followed a careful plan to make sure that pupils used all their senses when recording the characteristics of each of the fruits. Their knowledge of the pupils' communication and reading skills was used well to judge how much time they gave pupils to answer and this kept a up the good the level of concentration and interest. Throughout the school the contribution of teaching assistants is invaluable. Resources are well prepared, interesting and often compensate for the limited experiences many pupils have outside of school.
15. Teachers are now better at providing practical experiences for pupils particularly in science and mathematics. However there are still weaknesses in the amount of enquiry pupils are expected to undertake individually or in groups. Much of the work in

history, religious education and geography is too teacher directed and still depends on pupils completing worksheets, instead of more pupil-centred activities where they could record thoughts and ideas more personally.

16. The teachers have high expectations of pupils to explain their thinking in science and personal and social lessons and this is a characteristic of some of the most successful lessons. The focus of a science lesson for eight and nine year olds was the growing of beans to help with understanding a fair test. The teacher skilfully handled the discussion in the first part of lesson and quickly established what the pupils already knew. The positive response to pupils' answers successfully guided them into thinking more deeply about what plants needed to grow. A lively pace was maintained and pupils who demonstrated why their tests were fair were not allowed to slow things down. The teacher frequently used the new words that were part of the objectives for the lesson, expecting higher attaining pupils to use words such as 'nutrients' and to name the parts of a plant correctly. The group work that followed was well managed and the tasks were clearly planned to address different needs. In spite of a wide range of ability, and over half of the pupils on the register of special educational needs, the teacher was able to work undisturbed with a lower attaining group. Typically, lessons of this quality provided a flow of ideas and thinking that emanated from the pupils and was skilfully held together by the teachers. As a consequence pupils gained in confidence and concentration.
17. Literacy and numeracy are taught well in Key Stage 1 and this is having a good impact on pupils' learning. The lessons are well balanced and the pace is just right. They give enough time for pupils to complete tasks and sort out misunderstandings. Grouping is particularly successful and the work set matches pupils' needs and they respond well. Literacy and numeracy hours are taught effectively in Key Stage 2 but there is more variation in the quality of teaching. Lower attaining pupils are well catered for in the lessons, with much of the whole-class work and the individual group work pitched at levels that are meeting their needs. However the more able pupils are not as carefully challenged and stretched so their progress in the lessons is often unsatisfactory. The additional literacy strategy is proving effective. The pupils are well motivated and the trained teaching assistant follows the strategy carefully. However there is no record kept monitoring progress, other than the end of unit tests, so that teachers can modify their expectations of the pupils.
18. Pupils with special educational needs are provided with good levels of support in most lessons. The teachers prepare and update the individual education plans and set appropriate work with the support of the special educational needs co-ordinator. In Key Stage 2, however, the tracking of the progress they make is inconsistent, as assessment is generally underdeveloped for all pupils at this key stage. The teachers make good use of specialist support staff from outside agencies, particularly for those pupils with specific emotional needs or speech problems.
19. Teachers are following the school's agreed marking policy. The link between marking and the targets either for individuals or the class is not established. Much feedback is still at the level of general praise without giving pupils a clear indication of what they have achieved, or what they should be striving for next. Homework is set regularly but teachers are naturally despondent that many pupils do not complete it. Pupils are given too long to complete the work and the monitoring of homework is largely through end of week tests in spelling or tables. The casual approach to setting of further work at home is not benefiting pupils' attitudes towards more independent learning.

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

20. The last inspection report highlighted the need to provide opportunities to develop higher order reading and research skills, to broaden the mathematics curriculum to include problem solving and investigative activities, particularly at Key Stage 2, and to develop pupils' initiative, and strategies to become independent learners. The school has made satisfactory progress in addressing these concerns, however further improvements are needed in all these areas at Key Stage 2, to help pupils develop their thinking skills.
21. The school's curriculum is appropriately broad and balanced to meet the interests and needs of the pupils. Statutory requirements are met, however, the length of the school day at Key Stage 2 is below the average for most schools. Inspection evidence found that music, geography and religious education are not receiving sufficient time over the year to address the skills in sufficient depth.
22. The school has responded effectively to the national strategies for the teaching of literacy and numeracy and this is helping improving pupils' attainment in basic skills. The use of literacy and numeracy in other subjects in Key Stage 1 is adding challenge to the curriculum, but this is underdeveloped in Key Stage 2. Recent developments linking well chosen books to topics is helping raise expectations in reading and presentational skills in Key Stage 1.
23. Staff successfully promote equality of opportunity and access to the curriculum, which is assured for all pupils. The school is particularly successful in including pupils whose behaviour is challenging or who have learning difficulties. Pupils with special educational needs are identified early and are well provided for. There are good levels of in-class support and teaching assistants are developing their role in planning. Specific support in and out of lessons is clearly focused. Although there are regular and detailed reviews of the progress of pupils with statements the process is less rigorous where teachers are responsible for completing the individual education plans for pupils at other stages⁵. These reviews do not indicate specific gains in pupils' literacy and numeracy skills and consequently the programmes of work do not build consistently from one review date to the next.
24. The overall quality of curriculum planning is satisfactory. However, planning at Key Stage 2 does not always pay sufficient attention to the differing needs of pupils, resulting in inappropriate challenge for both less able and more able pupils. There are too few opportunities for the development of pupils' research, enquiry and communication skills. The school has developed a useful format for teachers' planning to ensure consistency and an overall school benchmark for monitoring. The targets that are set for Year 6 pupils in English and mathematics are not identified in the term's planning and this detracts from their effectiveness at present.
25. The school is effectively introducing strategies for improving the curriculum and addressing low achievement with the support of other schools involved in the Education Action Zone and the local education authority. The additional literacy and numeracy support groups and 'booster' groups for ten and 11 year olds are successfully targeting pupils' basic skills and preparing them for the National

⁵ The Code of Practice for pupils with special educational needs identifies five stages. Class teachers are generally responsible for the individual education plans of pupils at Stage 1 and Stage 2. Specialist services are involved in planning the provision for those at Stage 5 on the register.

Curriculum tests. The significant increase in teaching assistants is ensuring that there is support for groups in most classes and for most subjects.

26. Links with other schools and institutions are well developed and offer pupils a good variety of experiences in the arts, sport and preparation for continuing education. Local businesses have provided generous support and this has improved the quality of curriculum resources as well as the school grounds. The school has also benefited from links with the Prince's Trust, which has provided for the redecoration of the playground. There are very strong links with outside agencies involved in helping pupils and their families and these links strengthen pupils' positive attitudes towards school.
27. The curriculum for the Foundation Stage is very good. It provides a wealth of stimulating and structured opportunities in all the areas of learning. There is a good balance of individual choice leading to greater independence and guided activities. Planning is very good and is firmly based on the Early Learning Goals recommended nationally for children of this age. Liaison between the reception and nursery classes is very good and means that Foundation Stage curriculum is delivered consistently. The curriculum is effectively adapted to meet the needs of all children, including those with special educational needs and children who speak English as an additional language.
28. Good provision is made for all pupils' personal, social and health education and there is a well-planned programme, which draws on the support of many agencies. Awareness of drug misuse is well addressed through the science curriculum. There are also regular visits by drama groups that involve pupils in developing important life skills.
29. The provision for spiritual development is good. Pupils are given a good insight into different values and qualities in assemblies and lessons. Their knowledge of religious faiths is well provided for in Key Stage 1 and Years 3 and 4 but only adequately provided for at the end of the key stage. Assemblies meet statutory requirements. Good opportunities are provided for pupils to reflect on feelings and values in assemblies, in personal, health and social education lessons and in 'circle time'. For example, in a Key Stage 2 assembly, the reading of the 'National Society for the Prevention of Cruelty to Children' prayer provided a very good opportunity for reflection about their own and others' feelings and the pupils were totally involved in this. Displays such as 'We are kind and considerate' promote spirituality. As well as formal opportunities within the curriculum all teachers encouraged moments of reflection during lessons. Pupils' ideas are valued. For instance, when Year 2 pupils discuss rules and behaviour in a personal, social, health and moral education lesson, the teacher demonstrated great respect for pupils and their ideas. Children in the Foundation Stage are provided with very good opportunities to appreciate the wonders of nature, including the collection and study of small creatures from the garden. Parents are happy with the values and attitudes that the school promotes.
30. Provision for moral development is good and is fostered by the school's positive approach to behaviour management. The displays of 'Golden Rules' in classrooms are prominent reminders of why good behaviour matters, whilst the 'good work' assemblies celebrate the progress pupils are making. The school promotes the values of respect, fairness, self-confidence, caring, a sense of enjoyment, and the importance of the individual. Pupils are taught to distinguish between right and wrong through sensitive discussion of incidents in the class and playground, through stories

and assemblies. A large majority of parents are happy with the school's standards of behaviour.

31. Provision for social development is excellent. Very good relationships positively influence pupils' social development throughout the school. Adults provide very good role models and consistently show respect for pupils. The planned programme for personal, social, moral and health education makes a significant contribution to the development of pupils' social skills; it also promotes their understanding of citizenship and community awareness, which is also fostered through close links with the police and regular contact with other agencies working in the community. The pupils learn to support the work of charities such as the National Society for the Prevention of Cruelty to Children. Older pupils are given opportunities to take responsibility for helping younger pupils at playtime and lunchtime as well as sharing books with them in a weekly reading session. A good range of extracurricular activities are attended by most of the older pupils and these usefully extend their experiences in playing as a team and competing against other schools in sport which helps the pupils learn more about co-operation and collaboration. The breakfast club and after-school club are popular and encourage pupils to learn and use important social skills.
32. Cultural development provision is good and improved since the last inspection. There are many visitors to school, for instance, authors, folk singers, African drummers, a brass quintet, a 'Junk' band, and theatre groups that extend pupils' arts and cultural experiences. Displays such as 'Noah's Ark', 'Characters from traditional stories' and pupils involvement in events, such as carol services and the Plymouth Education Action Zone musical event contribute very effectively to pupils' awareness of their own culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. There is a reliable child protection policy in operation in the school. However, although staff are aware of the procedures for identifying pupils at risk, no formal staff training has taken place and this is unsatisfactory, especially with respect to new staff joining the school. Health and safety arrangements in the school are satisfactory, and regular risk assessments of the buildings and equipment take place. There are clear procedures for evacuation in the event of fire, and fire drills take place each term. Any minor injuries to pupils are handled competently by staff trained in first aid, and are fully documented in the school's accident book.
34. Assessment procedures for children in the Foundation Stage are very good and baseline assessments, undertaken when children start in both the nursery and reception classes are used to plan suitable programmes of work. Staff are very thorough in their tracking of what children can and cannot do and this information guides the planning of new work. Record keeping is very good.
35. The procedures for assessing pupils' attainment and progress in the other key stages are at present unsatisfactory. Pupils are regularly assessed in English, mathematics and science but these assessments are not analysed by most teachers and, consequently do not identify pupils' needs. The school has developed 'best fit' records that are helpful in giving a general overview of attainment in the individual core subjects of English, mathematics and science. However, these are also very broad and do not effectively address the development of basic social skills. They do not identify specific progress towards small steps in the basic skills in reading and writing and mathematics and do not clearly show what pupils know, understand and can do. This makes it difficult to track pupils' progress and to identify what pupils should learn next. There is no formal assessment or record-keeping system in place for the

foundation subjects and religious education and, as a result, teachers do not have a clear view of pupils' attainment and progress. In addition to the statutory assessments, the school is currently using national and commercial test materials to make annual assessments, which it plans to extend across the school. This provides useful information on trends for pupils with different abilities and needs. This information is beginning to influence the planning of word level work and also mental arithmetic. The assessment co-ordinator has rightly identified this as an important area of development.

36. The individual education plans for pupils with special educational needs are inconsistent between classes. Those for pupils on stages one to three are completed by the class teachers and vary in quality. In particular the reviews of pupils' progress are often too broad to be useful in setting future plans.
37. Self-evaluation for pupils is being developed through setting 'personal pupil targets' in writing for 11 year olds. This is a good example of where the teacher has made it clear what the next small steps are for the pupil and progress is measured against the targets regularly. The other examples of 'personal pupil targets' are too broad. For example to 'improve handwriting' does not identify where the pupil is having problems, whereas to 'construct sentences with more than one clause' makes a clear link with attainment levels.
38. Pupils' work is regularly marked. Some good examples of written comments were seen, for example, in science for the oldest class, which helps pupils to improve work. This good practice is inconsistent across Key Stage 2 and marking does not always show pupils how they can improve their work. The school has developed a useful collection of levelled work to support assessment in writing which identifies the next steps to be taught but this is not being applied when pupils' work is marked.
39. Procedures for monitoring and supporting pupils' academic development are good. In addition to the good levels of support offered by the teaching assistants there is also intensive involvement by the local education authority in the development of literacy and numeracy in the school. These new initiatives are now beginning to impact very positively on pupils' attainment.
40. The school's procedures for monitoring the progress and personal development of pupils are satisfactory. The school holds two formal parents' evenings during the school year, allowing parents and teachers to share information on individual progress and an opportunity to agree targets for improvement. The home-school diaries also encourage parents to comment on their child's progress and development on a weekly basis, but agreed targets are not followed up. The environment provided by the staff is caring and supportive, which makes a significant contribution to the quality of education existing in the school. Teachers and support staff know the pupils and their families very well, and deal sensitively with any problems as they arise. Teaching assistants are enthusiastic and committed to improving attainment levels, and they provide invaluable support to individual pupils. This is particularly evident in the help given to small groups of pupils throughout the school. The pastoral care provided by staff is good. Discussion groups are used effectively in encouraging pupils to take responsibility for their own actions, and also as a vehicle for communicating any fears or concerns in a non-threatening climate. There is a strong feeling of mutual respect between adults and pupils and this adds significantly to the calm atmosphere within the school.

41. The school regularly monitors attendance patterns with the educational welfare officer, who supports the school well and makes home visits when required. The attendance policy, however, is old and requires updating, with some staff being unaware of its contents. The school is not firm enough in persuading parents of their responsibility for their own child's attendance and punctuality, and the impact of these on their child's learning. The school generally has low expectations in this area. Exclusions are rare but when they do occur are carried out with all correct procedures.
42. The school has a comprehensive and effective behaviour policy, which is applied consistently by teachers and support staff. The policy contains strategies to deal with poor behaviour, including time given to offenders to consider the implications of their actions. A system of rewards and sanctions results in most pupils adhering to the school's clear code of conduct. The small number of behaviour incidents occurring within the school shows the effectiveness of this policy.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parent's views of the school are very positive. They particularly enjoy the ease of access and approachability to staff, and feel able to raise any issues regarding their children's schooling. The returns from the questionnaire indicated that a large majority of the parents felt that the teaching is good and that their children are expected to work hard whilst at school. The majority of parents also felt that their children like being at school, which was confirmed by the inspection findings.
44. There is close involvement with parents in the nursery and infant areas, with many parents acting as helpers. The pre-school visits by staff and the parents' room contribute to making parents feel especially welcome in these areas. This parental involvement reduces considerably as pupils pass into the upper part of the school, so that initiatives such as the computer club are being undertaken to try to attract more parents into school.
45. With the support of the Education Action Zone, parents' involvement in the curriculum is being successfully developed in the early years. A successful community support group was initiated to assist parents in understanding and managing behaviour of their children, and parents who attended the sessions felt supported and more able to cope with challenging behaviour. There is a need to ensure that the very positive start made in extending parents' involvement is developed throughout the school.
46. The quality and scope of information provided to parents on curriculum topics and other school activities are good in the nursery and satisfactory in the main school. The school prospectus and the governors' annual report to parents does not promote solidly enough many of the very good initiatives with which the school is involved, and does not give a determined lead on parental responsibilities. The pupils' annual reports are informative and of good quality, giving parents a clear picture of their child's academic progress, although they do not set out clear targets for future performance. Home/school diaries provide a valuable communication link, but some parents feel that the homework given to older pupils is not challenging enough and the inspection team supported this view. The inspection also found that the homework policy was not consistently applied across the school, especially at Key Stage 2.
47. The school encourages parents to become involved in the learning process and is successful up to the end of Key Stage 1. However, the new initiatives in the nursery

will take some time to work through the school and will require a management strategy to maintain their momentum.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. Leadership and management by the headteacher and co-ordinators are satisfactory overall. The headteacher and governors give the school a clear sense of purpose and direction and are concerned to seek constant and sustained improvement. The headteacher provides good leadership in encouraging pupils' positive attitudes to school and providing equality of opportunity, areas that are most pressing for the school, and the aims of the school are met well. His main strength is in guiding the school towards a coherent and consistent practice in the management of behaviour and promoting the spirit of co-operation that are so apparent in the school. The headteacher is particularly good at seeking support from the local authority and the Education Action Zone to further the pupils' intellectual and personal development.
49. However there is a lack of an effective management structure to ensure that the changes necessary in raising standards and improving the quality of teaching in Key Stage 2 are brought about swiftly enough. The school's development plan is not sufficiently focused on raising standards nor is it robust enough in providing a proper management strategy. There is no coherent whole-school management structure to ensure that co-ordinators can effectively influence the work of colleagues in all parts of the school. For example recent developments in linking assessment and planning, evident in the Foundation Stage and Key Stage 1 have not been followed through into Key Stage 2. There is no clear strategy for implementing the recommendations following the literacy and special educational needs audits again in Key Stage 2. The unevenness of the developments in Key Stage 2 is hindering the rate of improvement in school standards
50. The governing body continues to make a good contribution to the school and the weaknesses in resources have been rigorously tackled and rectified. The governors have good levels of expertise and are kept well informed by the headteacher and in turn are accountable to parents. They make good use of available funds to support the priorities identified in the school's plans for improvement. In particular the increased number of teaching assistants who help lower attaining pupils and those with special educational needs are particularly effective in enabling these pupils to achieve well. Management of special educational needs is efficient and effective. The individual education plans are clear about how the pupils are to be supported but there are insufficient methods for reporting on the effectiveness of the support provided.
51. The school is becoming more skilful in identifying areas of strength and weakness and is beginning to analyse information about the standards achieved in order to identify what needs to be done to improve further. This information is seen as a spur to improvement by the assessment, literacy and Foundation Stage co-ordinators but is not used in a sufficiently rigorous manner across the school. The role of the deputy headteacher is notably undeveloped in this aspect of management. The school has set realistic and challenging targets for raising standards in English and mathematics this year but has held back from future years. This is not particularly helpful to co-ordinators seeking to measure the impact of developments in their subjects.
52. Following training, the school is improving its approach to performance management. Teaching is more regularly monitored by the headteacher but the feedback to teachers is not sufficiently evaluative and does not focus enough on what needs to be done to improve. Subject co-ordinators do not yet monitor the quality of teaching or the standards in their subjects with enough regularity to judge the impact of recent changes to the curriculum and staff training programmes.

53. The school has satisfactory procedures for supporting new teachers and teaching assistants. They are given clear guidance and know where to find information. Those joining the Foundation Stage and Key Stage 1 quickly become part of a team intent on raising standards. However there is no joint planning in Key Stage 2 despite the mixed age classes and this is a weakness.
54. Teaching and learning resources are good and this is an overall improvement since the time of the previous inspection. Resources for religious education are at present unsatisfactory with limited material to support learning about other faiths.
55. Generally good use is made of resources across the school. Financial planning is good and spending is appropriately accounted for. The principles of best value are applied well, principally through the school's strategic use of local authority services, and judicious use of such organisations as the probation service and the college where good links have been established. Specific grants, including those for special educational needs, are used appropriately. The school's spending on learning support assistants is proving to be a good investment. Additional support for pupils' learning is provided through the school's partnership with other schools and agencies in the Education Action Zone. There is also intensive involvement by the local education authority in the development of literacy and numeracy. These new initiatives are now beginning to impact very positively on pupils' attainment.
56. The accommodation is good. The library and computer suite, weaknesses at the last inspection are now a valuable resource and so is the recent food technology room. The school has improved the outdoor play area, since the last inspection, which now provides a safe and stimulating environment to support children's physical development. The nursery, which now includes a parents' and carers' meeting room, and the school are regularly used for community activities including a computer class, play scheme and breakfast club. These are beneficial to the partnership with the local community as well as having an important impact on pupils' personal and social skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. Continue to improve the quality of teaching and learning in order that the improving standards are maintained.

- (1) *The standards that 11 year olds achieve in English, mathematics and science are not high enough.*

Raise the attainment of pupils entering Key Stage 2 with average standards by paying greater attention to their needs in the planning and ensuring there is sufficient challenge in the work set in other subjects.

(Paragraphs 2, 4, 6, 13, 22, 53, 76 & 87)

- (2) *Teachers' planning and marking hinders the rate at which older pupils make progress.*

Ensure teachers' planning in English, mathematics and science identifies the expectations of different ability pupils.

Modify the draft marking policy to ensure that teachers address the individual, group or class targets when marking pupils' work or giving feedback in lessons.

(Paragraphs 4, 13, 24, 36, 78 & 86)

- (3) *Not enough opportunities are given for older pupils to use their literacy and numeracy skills in challenging ways in other subjects.*

Provide more tasks that will encourage research and enquiry skills.

Raise the profile of presentation and give greater independence to all pupils in how they present their work.

Consider in half termly planning how enquiry and communication skills are to be addressed.

Review the content and organisation of homework in order to strengthen the role it plays in pupils' learning.

(Paragraphs 6, 7, 15, 17, 19, 22, 46, 76, 80 & 91)

- (4) *Checks on pupils' progress are not sharp enough in Key Stage 2.*

Ensure that ongoing assessment identifies specific progress towards small steps in basic skills in reading, and writing and that these targets are identified in the planning to act as reference points for tracking progress.

Provide an agreed procedure for reviewing the progress of pupils on the register of special educational needs.

Ensure that the information gained is used more rigorously when teachers mark work.

(Paragraphs 18, 35, 36, 38, 50 & 92)

- (5) *Strategies for managing improvements are not rigorous enough particularly in monitoring the quality of teaching and learning.*

The school development plan needs to address more sharply how the school is to raise standards in order that there are clear benchmarks for it to monitor and evaluate performance.

The role of the senior management team needs to be strengthened in order that all issues affecting the whole school are addressed uniformly.

There needs to be greater agreement about how monitoring of planning and lessons can be used to improve the quality of teaching and learning.

(Paragraphs 4, 46, 49, 51 & 52)

- (6) *Attendance rates are well below average.*

Revise the outdated attendance policy ensuring that any new policy is more rigorously applied.

Identify and target persistent latecomers or poor attendees with support for them and their families.

(Paragraphs 11, 41 & 46)

Additional minor issues also to be considered as part of the action plan:

Provide enough time to adequately cover the syllabus for religious education and geography. (Paragraphs 104, 107 & 124)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	57

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	46	44	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	36	161
Number of full-time pupils known to be eligible for free school meals	12	78

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	14	62

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.2

Unauthorised absence

	%
School data	1.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	13	8	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above ⁶	Boys	--	--	--
	Girls	--	--	--
	Total	11	14	14
Percentage of pupils at NC level 2 or above	School	52 (56)	67 (56)	67 (64)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	12	15	19
Percentage of pupils at NC level 2 or above	School	57 (48)	71 (56)	90 (60)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	12	5	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	9	9	11
Percentage of pupils at NC level 4 or above	School	53 (29)	53 (38)	65 (58)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	10	11	11
Percentage of pupils	School	59 (33)	65 (42)	65 (54)

⁶ Test and examination data is excluded where either the number of girls or boys is ten or fewer to avoid identifying individuals. DfEE circular 7/99 & 8/99.

at NC level 4 or above	National	70 (68)	72 (69)	79 (75)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	159
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	210

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	36

Total number of education support staff	5
Total aggregate hours worked per week	128

Number of pupils per FTE adult	7
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	447,266
Total expenditure	440,199
Expenditure per pupil	2,213
Balance brought forward from previous year ⁷	25,528
Balance carried forward to next year	32,595

⁷ This contingency was approved by the governors to safeguard staffing levels in the event of a fall in pupil numbers caused by the City of Plymouth's rehousing of local families.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	160
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	25	8	0	0
My child is making good progress in school.	54	46	0	0	0
Behaviour in the school is good.	50	42	0	8	0
My child gets the right amount of work to do at home.	33	50	4	4	8
The teaching is good.	75	17	0	0	8
I am kept well informed about how my child is getting on.	42	42	13	0	4
I would feel comfortable about approaching the school with questions or a problem.	58	42	0	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	54	42	4	0	0
The school is well led and managed.	67	29	4	0	0
The school is helping my child become mature and responsible.	67	25	0	0	8
The school provides an interesting range of activities outside lessons.	63	21	0	4	13

Other issues raised by parents

Two of the 24 parents returning the questionnaire were unhappy with pupils' behaviour. The inspection agreed with the majority of parents that attitudes and behaviour are good.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Provision for the Foundation Stage is very good. It is a strength of the school. The quality of teaching is consistently good and children learn well in all areas of the Foundation Stage curriculum. The co-ordinator has very good leadership skills and is successfully developing the Foundation Stage curriculum in her work with parents and support staff. Her involvement in an Education Action Zone research project is helping refine the approach to teaching of children with learning difficulties in the Foundation Stage and this is influencing the quality of teaching in Key Stage 1. The nursery is popular in the local area and of the 60 pupils on roll less than half continue their education in the reception class at High Street Primary School.
59. The nursery is part of the local authority provision for young children identified with special educational needs. These children are very well provided for and are included in all that goes on in the nursery. They receive very good quality support from nursery assistants and the regular tracking of their progress and subsequent planning of activities aimed at improving their skills is exemplary.
60. Most children start nursery with very poorly developed skills in all areas of learning, particularly in speaking and listening, language and literacy, mathematics and personal development. This is confirmed by initial assessments conducted with these young children. A significant number have very serious speech, hearing and behaviour problems, and other special educational needs which affects not only language development but general development in all areas of learning. By the time they are five years old and ready to start Year 1, most children achieve well but attainment is still well below expectations in communication, language and literacy, mathematics and knowledge and understanding of the world. In physical and creative development and personal, social and emotional development, their achievement is very good and in this area attainment is just below expectations. This is significant progress for many children in relation to their attainment and social development on entry to the nursery.

Personal, social and emotional development

61. Almost all children enter the nursery class with very underdeveloped, immature skills in personal and social development. By the time they leave the reception class, most are still below expectations. They make good progress as a consequence of skilful teaching in both classes. The children are valued and encouraged to feel confident in what they can achieve. They behave very well and develop very positive attitudes to learning. In both classes they play and work together well. They share constructional apparatus, take turns fairly using computers and are generally enthusiastic about learning. Children respond very positively to the daily routines, which give them confidence and a sense of security. Adults provide excellent role models, always treating each other and the children with respect and courtesy, leading to excellent relationships. A great deal of thought goes into the selection of books which help the children talk about their feelings, and understand each other's point of view. Adults promote personal development very effectively in both classes, by ensuring equipment and resources are easily accessible and help them to become independent.

Communication, language and literacy

62. The teaching is consistently good in both classes and the teachers plan a good range of experiences for the children to develop their skills. Many nursery children use body language to communicate, and gain confidence through very good adult support. Reception children begin to ask questions and, with support give explanations, for example, about their sunflower seeds growing. Adults talk skilfully, engaging children in conversation and clearly valuing what they have to say. By the end of the Foundation Stage most still attain well below expected levels but having made good progress from a low starting point.
63. Nursery and reception children enjoy listening to stories and begin to share books with adults, some with limited ability and control. Nursery children become aware of story structure and the sequence of events, through listening to stories, such as 'The Very Hungry Caterpillar'. Some join in and respond appropriately but most have very limited concentration spans and constantly interrupt the teacher who deals with this very sensitively. Elements of the National Literacy Strategy are well used in the reception class. Through shared reading of the book, 'The Red Rose', some children understand letter sounds, but most find this difficult. Some recognise some initial sounds, through playing interactive games, such as 'Sound Snap', with very good support. A few know that print tells them what the story is about. Children who attain more highly recognise some familiar words. Staff are committed to reinforcing learning of literacy skills at home and involve parents and carers through 'story bags' to share with their children.
64. Reception children develop confidence in writing over and under the teacher's writing whilst higher attaining children understand marks carry meaning. A few use pencils competently, practising patterns and letter formation with increasing skill, but most still find this difficult.

Mathematical development

65. Teaching of the basic skills is clear and accurate. Work is well matched to children's differing abilities and support staff are well briefed in the language they use when helping the children. Staff provide good opportunities for children to sing and act number songs, such as 'Five currant buns in a baker's shop' to encourage them to understand 'taking one away'. All children show interest in numbers, developing confidence in attempting to count, order and match. The good provision of number rhymes, games, activities and resources help this. Through using shapes, structured apparatus and sand trays, they develop basic understanding of space, shape and measures. In the reception class elements of the National Numeracy Strategy are very effectively used. The taught part of the 'lesson' is just the right length for children's concentration and the teacher helps everybody get involved. Most reception children count to five reliably. With the help of others they enjoy chanting to 30. Some total objects in two groups. Staff use every opportunity to bring number into the daily routines for example, using days of the week and dates which helps reinforce skills.

Knowledge and understanding of the world

66. Children enter the nursery class with a low level of general knowledge. Teachers do a great deal to compensate for this creating exciting interest tables and varying the displays. They always use children's immediate experiences to encourage enquiry and interest. For example sharing photographs of where they live and what has

happened to them since they were babies. They go on to compare this with the growing of sunflowers. The outside play area is used as an extended classroom as children investigate mini-beasts. Children are excited and curious about finding worms, and put them into the class wormery to 'study'. Through listening to the story 'The Very Hungry Caterpillar' they become aware of change. There are good opportunities to use computers and the children are quickly developing basic information technology skills.

Physical development

67. The safe outdoor play areas of both classes provide a full range of experiences that help their physical development. Most nursery children lack imagination in using the equipment but adults are always on hand to encourage more challenging ways of moving up and over or suggest other routes to take. There are good quality wheeled toys and with the sensitive management by adults the children learn to use these sensibly, recognising when to stop to let some one else pass. These are important skills which children slowly acquire as a result of constant reminders. In both classes staff teach skills, such as threading laces and using scissors, and provide activities where children practise using pencils and paintbrushes. These are well resourced and the children get good feedback on their achievements.

Creative development

68. Teaching in this area is also good. Well-chosen activities provide plenty of opportunities for children to paint and create models. They develop independence and decision making skills well by choosing materials and tools for their activities. The levels of concentration in these activities are impressive. Nursery children begin to differentiate colours and explore texture and shape. The children made a tissue paper 'leaf' display and effective butterfly paintings during the week, which the adults used to introduce ideas about symmetry and also colour and texture. In the reception class children explored colour and texture further, painting pictures of 'Our Favourite Toy' and making a large 'Underwater' picture.
69. 'The Baker's Shop' in the nursery class and the 'Hospital' area in reception class are well stocked to encourage role play. Children use these areas well to explore imaginary and real events although there is less intervention by adults than in other creative areas and opportunities to develop sustained conversations are missed. Children in both classes enjoy singing familiar songs and rhymes, such as 'Rock-a-bye baby' and 'Why are you feeling so sad?' and making music. These are well organised and add to the richness of their experiences.

ENGLISH

70. There was a significant improvement in the percentage of pupils achieving an average standard in the 2000 tests for 11 year olds. The improving quality of literacy teaching following the introduction of the National Literacy Strategy and increased support for pupils in lessons had an impact on the performance of lower attaining pupils.
71. Current inspection evidence indicates that by the age of seven most pupils have reached standards that are broadly average in speaking, reading and writing. This is better than previous test and task results and the school is on course to achieve this years challenging targets. From a below average level of basic skills in speaking and listening, reading and writing the pupils have made good progress through Key Stage 1. These standards are better than in previous years and reflect the improvement in

teaching and planning and the benefits of more teaching assistants. Standards by the age of 11 are below average in reading and writing, but reach an expected standard in speaking and listening. Standards are beginning to improve in writing for pupils of all abilities, and also for lower attaining pupils in reading, but weaknesses in teachers' planning and assessment means improvement is not as rapid as it should be. There were no obvious differences between the work of boys and girls at Key Stage 2 despite trends in National Curriculum tests, although it was noticeable how boys' confidence grew more rapidly towards the end of the key stage.

72. Standards in speaking and listening are average with the majority of seven year olds able to maintain conversations and most listen attentively. Pupils of all abilities do well with their speaking. Those who experience particular difficulty receive good levels of support and whilst they do not reach standards that are average they make good gains. The high levels of support staff encourage good speaking and listening and the adults are sensitive in their approach during group work and during the lessons. This is helping them gain confidence. The teachers are quick to praise the contributions made by pupils with speech problems when they address the whole class and are equally supportive of higher attaining pupils when they struggle to express their thinking.
73. The approach to the teaching of reading is now effective. There are small proportions of pupils whose reading skills are above average and who read longer and more complex texts with understanding. There are regular well-supported opportunities to read with adults, which is closely monitored, as well as weekly guided reading sessions. The teachers carefully select reading books to use when teaching other subjects and these books have raised the quality of reading material and authors that pupils experience. There is a well-maintained library area and the displays are very good with strong emphasis on words and word families. The National Literacy Framework is used well to follow a structured approach to delivering word level work. Phonic knowledge develops at a good pace and many of the gains children make in the reception class are built upon. There is sufficient challenge for the more able in these sessions through exercise and small challenges that link phonic knowledge to spelling. Pupils with special educational needs have good quality plans that identify clearly the phonic knowledge the pupils need as well as how this is to be supported. A very good collection of big books means that teachers have challenging reading material to hand when assisting higher attainers.
74. Standards are better in writing than reading and nearly all the pupils write independently. Again there is very little above average writing by the end of Key Stage 1. In the main this is because pupils have not yet consistently managed the use of conventions such as speech marks and commas or consistently apply correct grammar. Writing is developed effectively. There is a great deal of individual support given to individuals and this helps them to develop their ideas. The higher attainers are encouraged to be more independent and provided with 'have a go' books as well as banks of words. The topics that they have to write upon are supported with frameworks and this is of particular benefit to average attaining pupils. Again teachers use the well-focused support appropriately to help with this. Handwriting skills are below average with many pupils still forming their letters incorrectly. The school has adopted a handwriting and spelling scheme to help use the time given over to copy writing to benefit spelling skills. The main problem lies in the levels of concentration pupils give to their work and hence when writing freely they do not apply their knowledge consistently. The teachers have made a start at encouraging pupils to write small books and pamphlets and this is proving a good strategy for these pupils.

75. By the end of Key Stage 2 the speaking skills of pupils are typical of other 11 year olds and higher attaining pupils speak lucidly. Lower attaining pupils maintain a conversation and discuss clearly on many issues. Progress in this aspect is often good as pupils benefit from the positive relationships they have with their teachers and teaching assistants. They discuss adequately on many issues. Opportunities such as circle time and personal and social programmes are of tremendous benefit in giving them the confidence to talk on a range of matters that are relevant to their lives.
76. By the age of 11 attainment in reading is below average. There are a few pupils whose reading is above average, but a larger proportion at below average levels. Phonic skills are satisfactory and pupils rely on these to help tackle new words. Comprehension of more complex texts is uncertain and pupils' understanding of authors' techniques for example inferences are not readily picked up. The impact of recent improvements in the teaching of sounds, word families and regular guided reading sessions with teachers has not yet resulted in higher standards at the end of the key stage. Where these features are now a regular part of the literacy hour pupils are learning at appropriate rates and will reach expected levels. The contribution of the additional literacy support is also benefiting lower attaining pupils. However older pupils do not have regular reading sessions with their class teacher and they do not get regular word work as part of their literacy lessons. The use of undemanding texts to practise comprehension skills is unchallenging for the better readers. Whilst the range of fiction books in the library is suitably challenging there is no opportunity given to pupils to share their reading with others or recommend good reads. Higher attaining pupils read more widely and have a reasonable knowledge of authors. Whilst there are library times there is no regular planned enquiry work that encourages them to develop their evaluative and analytical skills. Consequently their progress is also inconsistent. This was a weakness in pupils learning at the last inspection and there is still more that should be done.
77. Writing attainment is below average by the age of 11. All pupils learn at a satisfactory rate through the key stage. Lower attaining pupils and those with special educational needs make satisfactory progress and often good progress in developing story lines and writing for a range of purposes. Technical accuracy is improving at satisfactory rate, although when unassisted, spelling errors and presentation is well below expected levels. Pupils are encouraged to stay on task and the support is of good quality and this helps them make steady progress. The recent initiatives to raise standards for 11 year olds in writing are most effective. Pupils receive good feedback on their writing and look closely at where they can improve. An impressive range of writing forms for example adventure and suspense has been introduced to the pupils. The booster lessons complement this work well paying close attention to the style of writing and punctuation. However many are still below average in their choice of vocabulary and in their use of grammar. For some this is a consequence of breaks in their schooling as well as inconsistent approaches to the teaching of basic skills. Spelling and handwriting are also both below averages. The effect of a more rigorous approach to grouping pupils for spelling is noticeable amongst eight and nine year olds, but the grouping for ten and 11 year old embraces too wide a range of abilities. Technical competency in handwriting is also better amongst eight and nine year olds as the benefits of an early introduction to cursive scripts in Key Stage 1 is felt.
78. Teaching of literacy is particularly effective in Key Stage 1 but varies in Key Stage 2 due to variations in the quality of planning for this lesson. At the last inspection teaching was weakest in Key Stage 1 and the improvement is a result of the successful use of the literacy strategy to help structure the lessons. Where the

teaching is best, teachers have set out carefully the objectives and balance the hour lesson to provide well-targeted word and sentence work. This demonstrates a secure knowledge of the strategy and reflects the training the teachers have received as part of intensive literacy support. The tasks are appropriate for different abilities and reflect the assessments made of the pupils. Less effective is the pitching of questions to the average or below average pupils and insufficient differentiation in the work set groups or individuals. Where feedback is focused on restating the aims of the lesson the learning proved to be more effective. Less effective is the marking that is merely a set of ticks or 'well done'.

79. The co-ordinator is showing good leadership in developing the quality of literacy teaching alongside the local education authority's literacy advisor. The focus on developing phonics has been well planned and improvements in handwriting schemes are also bearing fruit. Whilst she has made a good start on evaluating standards through moderating work samples and successfully supported more focused assessment procedures she has not been able to monitor sufficiently the quality of teaching and learning in the literacy hour in Key Stage 2. Here some of the planning for the literacy hour is less rigorous, as are the assessments of pupils' progress. The good practice evident in the Year 4/5 class and that shown by the writing support teacher in Year 6 indicate that the difficulties of planning for mixed age and mixed ability classes can be successfully addressed. A good start has been made in linking literacy texts to other topics and themes in Key Stage 1 and this has improved the rate at which pupils of all abilities are learning. The two classrooms are particularly lively and stimulating and the activities that interrelate are of great benefit in maintaining the interest and involvement of the pupils.
80. The issues raised at the previous inspection regarding the library have been tackled satisfactorily as part of the whole-school action plan. Pupils' skills in finding information and using reference books, for example with reference to the Dewey system are now better. They have learnt good library skills and this is making a contribution to the social skills needed in later life. Their use of the library for research is however underdeveloped.

MATHEMATICS

81. Improvements in results in 2000 are due to the influence of the focused approach of the National Numeracy Strategy and the increasing effect of the school's decision to employ more learning assistants to support the work of teachers in the classroom.
82. Current inspection evidence indicates that although standards are close to the national average for seven year olds, 11 year olds are below national averages. The recent improving picture suggested by National Curriculum tests have been maintained and the school is on line to reach or exceed its targets.
83. Pupils aged seven have made good progress in acquiring basic numeracy skills, given a low starting point. Eleven year olds are making satisfactory progress with the best learning in number and in shape. Their skills in using and applying mathematics and in data handling are not as well developed. The effective introduction of the National Numeracy Strategy has had a positive impact upon pupils' computational and mental calculation skills throughout the school but insufficient opportunities are provided for pupils to extend their knowledge of using and applying mathematics in other subject areas.

84. There are no obvious differences between the work of boys and girls at Key Stage 2 despite trends in National Curriculum tests. However, there are some inconsistencies and not all groups make the progress that could be expected. Analysis of teacher's planning and pupils' work indicates that progress in mathematics overall is limited by insufficient attention being given to planning and presenting work for the whole range of the mathematics curriculum, especially using and applying mathematics. Pupils with special educational needs make sound and sometimes good progress and lower attaining pupils are well supported by teachers and learning support assistants. Work presented to them is well matched to their abilities and previous experience. However, one consequence of this emphasis is that there is sometimes less attention given to higher attaining pupils. Scrutiny of work, planning and lesson observations revealed weaknesses in some lessons in planning different activities for different ability groups, especially higher attainers, and consequently they are not challenged and extended often enough.
85. The quality of teaching is good at Key Stage 1. This is an improvement since the previous inspection. Teaching at Key Stage 2 is satisfactory, a similar position to that at the time of the previous inspection. In the best lessons teachers reveal a good understanding of how pupils learn. High priority is given to practical work in both the mental mathematics sessions and during group work. This has relevance to pupils and is effective in promoting pupils' learning. The lively mental mathematics sessions introducing the numeracy hour are clearly enjoyed by the pupils and this encourages a very positive attitude to their work. In a mental mathematics session with the youngest pupils the teacher skilfully exploited the varied uses of a number line. When she asked pupils, "Why is the number line now much longer than the first time I made one?" one pupil answered immediately "When you did it first it showed groups of ten, now it is going up in ones". Skilful, relevant questioning helps pupils have chance to clarify their thinking and moves learning along.
86. Relationships between pupils and adults are good and most pupils work well together. Behaviour in all the classes is well managed although some unsatisfactory behaviour by a tiny minority of pupils was noted. However, in whole-class and group activities pupils are generally attentive and try hard to respond to questions. Learning is also boosted by the good teamwork between teachers and learning support assistants. Less effective is the over-use of worksheets, some of which are too easy, and pay little regard to the differing abilities of pupils. Pupils complete the tasks but they are often not extended and learning slows down. This over-use of worksheets also lessens the opportunities for pupils to learn to organise and set out their work purposefully. Teachers find fewer opportunities, when marking, to offer constructive comments aimed at giving pupils a clear idea of how and why they have improved.
87. The co-ordinator gives effective leadership and has successfully established the National Numeracy Strategy alongside the commercial schemes. He monitors planning although this is not sufficiently focused to ensure that progress is consistent across the school. There has been some monitoring of lessons but at present this has concerned itself with the implementation of numeracy hour, rather than focusing in on what will improve the quality of teaching and learning. Although assessment procedures are used as part of the commercial scheme, there is insufficient evidence of the results of these assessments being used to develop what will be taught next. Mathematical skills are used in a limited way in other areas of the curriculum. For example in history, pupils use a time line to chronicle events and record significant changes in society. Speaking and listening skills are effectively developed, especially through the mental mathematics sessions, where pupils are given good opportunities to respond to questioning and are encouraged to use appropriate mathematical

language. However, the use of information and communication technology in mathematics is as yet underdeveloped despite a good quality computer suite and this is holding back higher attaining pupils from extending their skills.

SCIENCE

88. Inspection found that the majority of seven year olds are meeting expectations in scientific knowledge and their skills of scientific enquiry are developing appropriately. However, few attain beyond expectations. Inspection found many 11 year olds meeting expectations in science with some above average. However there are still above average proportions of lower attaining pupils who are not secure in drawing conclusions from their investigations and their scientific knowledge and overall attainment is below average. Standards achieved by 11 year olds are higher than the results achieved by pupils in the 2000 National Curriculum tests. The school has gone a good way to arresting the decline in attainment at the end of Key Stage 2 as a result of recent initiatives. Among those having an impact are improved levels of literacy, a sharper focus on science investigations and improved levels of teaching assistant support in science lessons. Boys have generally performed better than girls in the tests, but there was no evidence to support this trend either in the lessons or work scrutiny.
89. Seven year olds use first-hand experience to investigate the school grounds to observe and describe mini-beasts and their habitats. They describe their observations, expressing ideas about how some materials are changed by bending and stretching. Some show expected levels of understanding friction and of electricity and most use appropriate methods to record and communicate their findings. These include simple charts and tables. Inspection evidence shows that most 11 year olds have a satisfactory knowledge of life and living processes, of sorting materials into solids, liquids and gases, and of light and sound. They are able to describe experiments to separate simple mixtures by filtration and some understand the processes of evaporation and condensation. Many develop an understanding of the process of pollination, identifying such organs as petals, stamen and stigma in various plants. Many know that sounds are made when objects vibrate but few are able to take account of identified patterns in drawing conclusions. Some achieve well in using their knowledge and understanding to carry out investigations and record their findings in a variety of ways. However, achievement is lower in this aspect of science because it is not systematically addressed. The school's implementation of recent initiatives in literacy teaching is beginning to impact very positively on standards in science and overall progress is satisfactory. However some elements in teaching, curriculum provision and assessment are not effective and consequently progress is inconsistent.
90. Science is taught well in Key Stage 1. There is greater focus on skills of enquiry than at the last inspection and there are plenty of practical investigations to encourage pupils' thinking. Through planting beans and observing their growth, they achieve well in their knowledge and understanding of the life processes of living things, recording findings in various ways. A particularly effective lesson provided six year old pupils with a range of materials that they explored using their senses. For example, the effective use of a 'science planning board' in this lesson encouraged a systematic approach to experimentation and enquiry. Very good use of teaching assistants to support the discussions and well-prepared prompts helped pupils learn the vocabulary to describe the properties of a selected range of materials. In a Year 2 lesson the teacher's carefully paced questions helped pupils see how a well set out table helped organise information and they quickly learnt how to use this to make

some generalisations about where plants could be found. Planning is effective, with clear learning objectives. Teachers involve pupils in lesson aims so that they know exactly what is expected of them. Teachers encouraged curiosity, independence and collaboration through providing practical opportunities for pupils to organise themselves, such as when seven year olds worked in groups to find where mini-beasts and plants live. Pupils with special educational needs are well supported by good teaching assistants and they make good progress in scientific knowledge.

91. At Key Stage 2 the quality of teaching is satisfactory overall and some very good teaching was seen. Where the teacher has very high expectations and levels of challenge well match pupils' understanding, pupils are learning very well. For example ten and 11 year old pupils carefully studied the reproductive system of a plant using magnifying glasses. The skilful use of questions helped draw out what they already knew about plants as well as learning the new vocabulary. It helped that all pupils had a flower to work with as well as being given useful ways to remember the technical vocabulary. Teaching is less effective when pupils of different abilities are given work of the same level, resulting in lack of challenge and limited progress for more able pupils, and low attaining pupils finding the work too hard. Teachers use resources very effectively for pupils to gain first-hand experiences, as seen when eight and nine year old pupils devise fair tests to show what plants need to live and grow. Teachers manage pupils very well and as a result, they develop good attitudes to learning. They behave and concentrate well and try hard to do their best, especially when engaged in practical activities, which they enjoy. These very good relationships well motivate pupils of all abilities. Very good deployment of support staff makes a significant contribution to the overall progress made within most lessons and those with special educational needs are well supported. However, although this support enables most pupils to make sound progress, planning does not always address their individual specific needs.
92. Curriculum planning which encourages the development of the scientific skills of enquiry is variable at Key Stage 2. There are some opportunities for pupils to test out their scientific thinking by setting up experiments but much of the work is still teacher directed. Assessment and recording procedures are not effective, as currently they do not allow progress to be checked or give teachers a clear picture of what pupils know, understand and can do. Consequently the link between assessment and planning to raise attainment is weak. Teachers respond quickly to pupils responses but the quality of marking varies and does not always show pupils how they can improve their work. At Key Stage 1 links with literacy and numeracy are effective. For example, recording work about growing beans in the form of effective 'zig-zag' books helps them to develop literacy skills. Pupils measure and count in a range of contexts and use tables, charts and graphs to record findings. At Key Stage 2 over-use of worksheets restricts the development of literacy skills. Opportunities for using pupils' numeracy skills are also limited, for example, in the use of charts, tables and graphs to develop interpretative skills. Little use is made of information technology at present as the software is still being built up and teachers are not yet trained in its use.
93. The leadership and management of the subject are effective. The co-ordinator is only recently appointed and has much to do following two years when the subject was left without proper management or organisation. She is knowledgeable and her audit of the subject has produced an appropriate plan for its development. However, her role in monitoring and evaluation of teaching and learning in the subject is unclear. Science resources are good, well organised and easy to access. The school grounds are used very effectively as a resource for investigative work. The classrooms in Key Stage 1 have high quality science displays, which help stimulate

pupils' interest as well as remind them of the work they have been doing. A good range of visits and visitors maintains pupils' curiosity.

ART AND DESIGN

94. Only one art lesson was observed at Key Stage 1, during the inspection and it was not possible to see any art lessons at Key Stage 2, so no overall judgement can be made about teaching and learning. Judgements about attainment and progress are based on scrutiny of pupils' displayed work, sketch books and teachers' plans and discussions with pupils and teachers.
95. Pupils make satisfactory progress as they move through the school. This has improved since the last inspection when Key Stage 1 progress was unsatisfactory. Standards of attainment are broadly in line with expectations for pupils of aged seven and 11 and are similar with those found at the time of the last inspection.
96. Teachers' planning in art helps enrich the curriculum for all pupils. The experiences are carefully linked to ensure that pupils are challenged to develop their skills, whilst activities stimulate and motivate pupils. Throughout, the school, pupils work with a variety of materials, tools and techniques, recording their ideas, with increasing confidence, in a range of media. Displays of six year olds' paper weavings, show effective use of texture, colour and pattern. The teacher in Year 2 has used art well to support pupils' learning in science and history. Seven year olds use rubbing techniques to illustrate the difference in textures of natural and man-made objects found around the school. Some pupils to help them illustrate the Great Fire of London in 1666 used paintings and models and the techniques have been taught well. By the end of Key Stage 2, pupils use improving accuracy attempting more detailed representation. Eight and nine year old pupils made a large collage of William Wordsworth's poem, 'The Daffodils', carefully piecing together a good selection of coloured materials to suggest shade and texture. Ten and 11 year old pupils make sketches of machines, demonstrating effective use of the art elements of line, shape and tone. These show good progress in drawing skills when compared with the detailed drawings of plants drawn by nine and ten year old pupils.
97. Teachers have appropriately high expectations of pupils working together and the good behaviour management in lessons helps promote positive attitudes and encourages pupils to take pride in the presentation of their displays. The pupils talked about differences in each other's work and suggested how they should improve their own displays.
98. The school uses a national scheme of work, which offers teachers effective guidance for planning. Currently however, there is no formal system to assess or record pupils' progress and attainment and this hinders accurate reporting of the levels pupils have reached. The subject is well managed but the co-ordinator's role in the monitoring of standards is underdeveloped. Resources are adequate, well organised, accessible and are used well. The art and design curriculum for many pupils is strengthened through their attendance at extra-curricular art activities funded by the Education Action Zone. The displays in the school and the large, colourful mural, created and funded by 'The Prince's Trust' emphasise the positive values of co-operation the school so successfully promotes.

DESIGN AND TECHNOLOGY

99. Standards are meeting the expectations for seven and 11 year olds and have improved since the last inspection. There was insufficient evidence to arrive at an overall judgement on the quality of teaching.

100. Pupils made good progress in both the lessons seen. The Year 1 lesson built well on earlier work and by sharing the book 'Oliver's fruit salad' pupils quickly showed what they had learnt about planning a balanced meal. This helped the teacher re-emphasise the key words linked to diet. The links to the theme of senses were skilfully developed through questioning and this meant that the pupils went on to taste and record their views seriously. The organisation was a strong feature of a good lesson for nine and ten year olds. The teaching assistants worked well to assist pupils making instruments. The key questions of what materials were best to use and how to join them were consistently emphasised. The pupils worked enthusiastically and the good relationships they have ensured careful working and respect for the equipment.
101. Other evidence confirms that pupils make satisfactory progress in learning to manipulate and use simple tools and learn basic cutting and joining skills. These are developed in ways that enrich their understanding of both science and history. For example pupils designed and made playground equipment, using balsa wood, as part of their 'Toys and Games' history topic. They used these skills when designing and making a 'vehicle that moves', and also in their construction of model houses in 'The Great Fire of London'. In these activities pupils receive appropriate support but are expected to contribute their own ideas and solutions.
102. Eight and nine year olds design and construct models that have moving parts operated by simple levers, showing useful links with work in science. Towards the end of the key stage many pupils show a sound understanding of cutting and joining skills, and of the properties of materials, and are able to produce designs that show in some detail the kind of materials to be used, the dimensions and the finished product. This was well demonstrated by older pupils engaged in making their own musical instruments.
103. Since the previous inspection, new activity areas have been developed in both key stages, and resources for the subject are now good. The oldest pupils are able to take advantage of the links the school has established with the local further education college as part of the Tamar Education Business Partnership. On a visit during the inspection they experienced carpentry, plumbing and bricklaying and observed more advanced techniques for joining materials. To ensure that the good facilities and experiences are fully utilised by pupils and assessment is strengthened the school needs to consider improving teachers' technical knowledge and skills in this subject.

GEOGRAPHY

104. Seven year olds are achieving standards that meet expectations. There was very little geography from 11 year olds available to scrutinise as little had so far been completed this term. This work was below the standards expected and did not reflect the standards reported in the last inspection.
105. In a lesson for seven year olds the teaching was satisfactory and pupils made appropriate progress. The teacher was very clear about the expectations of the unit of work on island homes and plenty of repetition of key words helped all pupils quickly arrive at an understanding of man-made and natural features. The link to their early reading of Katie Morag and her two grandmothers helped pupils describe the route around the island and some of the features they would encounter. This was reinforced well with pictures, maps and word lists, helping the layout of the islands appear more real to pupils.

106. The teaching in three lessons in Key Stage 2 was satisfactory. Teaching in a Year 6 lesson was lively and the practical demonstration of how water runs off or passes into the water table developed pupils' appreciation of river systems. Discussions with 11 year olds about their study of rivers produced a satisfactory level of understanding. Higher attaining pupils knew the terms for the different stages and all pupils explained the link between the creation of rivers and the water cycle. Eleven year olds described the differences between their lives and those of children living in the Gambia. They had studied this country over a year ago and could still recall many of the important facts and features. This was again evident when talking to a group of nine and ten year olds pupils who were using computers to research the subject. They had made an appropriate choice of symbols for their project. However during one lesson nine year old pupils showed a lack of knowledge about how to use large scale maps and their mapping skills were below average. They were unable to describe routes or describe the location of a church in relation to other features. Despite an awareness of the locality many display poor skills when relating these local features to their school. In discussions with pupils it is clear that many geographical experiences are limited.
107. Geographical enquiry and development of skills such as mapping and fieldwork techniques are not developing coherently or regularly through Key Stage 2 and in this area standards are below those expected. The whole-school map for geography allows too little time for pupils to consolidate the skills they learn in Key Stage 1. In the main this is due to changes in the curriculum plan as the school moves from one scheme of work to another. There is a lack of coherence in how this is being carried out as the subject lacks a permanent co-ordinator. Resources are at a good level and good use is made of the local environment to support local studies.

HISTORY

108. Evidence indicates that pupils at both key stages attain standards that are generally in line with those expected and progress is satisfactory. This is a similar position to that at the time of the previous inspection.
109. Although only one lesson was observed, following discussions with pupils and scrutiny of displays and work, it clear that teachers successfully encourage an interest in history. Teaching is satisfactory with a good emphasis on using as much real evidence as possible. Teachers successfully develop understanding of change over time in six and seven year olds by studying familiar everyday objects; for example pupils compared toys 'Then and Now'. In response to such questions as "How can we tell that the teddy bear is very old?" pupils give answers such as "Some of the stitching has worn off the nose" or "All of the fur has been worn away".
110. Teachers make good use of opportunities to develop reading and writing skills by researching famous people such as Mrs Beeton and Florence Nightingale. They build interesting up character profiles that demonstrate some understanding of the changing role of women. The frequent well planned visits, use of artefacts, old photographs and pictures, ensure that pupils learn that evidence is found in primary sources. For example pupils make good use of extracts from Victorian school logbooks when investigating Victorian life. The pupils enjoy studying original photographs of a school group in the 1880s, and find out that one reason why all the adults and pupils look so apprehensive on the photograph was that this was probably their first experience of the photographic technology of the time. Pupils enthusiastically tell how they made attempts to write, using a quill pen and ink.

111. The subject is well managed and the subject leader has improved the resources since the last inspection. Good organisation of the planning ensures that the key skills of interpretation, enquiry, chronology and interpretation are taught consistently through the school. A programme of visits to places such as Mount Edgecumbe, Morwellham Quay (an old Victorian mine), Plymouth Hoe and the Merchant's House are particularly beneficial as they extend pupils' appreciation of the past whilst regular performances by theatre groups broaden pupils' experiences of language.
112. Monitoring of teaching and standards is still underdeveloped. There is no effective assessment of pupils' skills and consequently the co-ordinator is unable to measure how well enquiry skills are developing. The lack of assessment means that teachers do not plan with sufficient attention to the needs of different abilities.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. There has been a recent rise in standards and skills observed in seven and 11 year olds are now meeting expectations. Seven year old pupils use the mouse with confidence to load and use various functions and change font size, colour and style of text confidently. By the age of 11 most pupils locate the appropriate programs and are able to access and save work. Higher attaining pupils use computers to find information; for example how many books authors such as Roald Dahl has written and they are able to sort this information into categories. These skill levels are an improvement from those seen at the previous inspection when standards at Key Stage 2 were judged to be unsatisfactory.
114. Teaching in this subject is satisfactory. The teachers plan well and teaching assistants observed working were clear about the skills pupils are to learn. They manage the pupils well, and encouraged a logical and systematic approach to using the computers for information or as a word processor. Good relationships and careful questioning in one lesson for seven year olds helped pupils learn how to find various locations in the British Isles. This helped them in their studies of island homes. Teachers plan effectively with the teaching assistants, carefully setting out how to teach computer skills whilst using the computers to support topic work. For example nine year olds learnt how to organise text, change font size and colour, highlight and combine text and graphics when producing a book cover for their project on Ghana. This teaching of skills was further illustrated when 11 year olds typed letters to the owner of a farm they had previously visited, asking about the effects of the recent outbreak of foot and mouth disease.
115. In the past the school has had limited resources and pupils have been restricted in their opportunities to develop skills. However, as a result of a recent major input of resources and training, all pupils, including those with special educational needs, are making sound and often good progress. The school has recently provided pupils with a computer suite and more direct teaching of skills now takes place. Each class is timetabled to use the new suite and teaching assistants' time is used wisely to help teach the basic computer skills. Consequently standards are improving at a rate that is expected. The school has no provision at present for the subject co-ordinator to monitor teaching and learning, or the standards achieved across the school. The school has limited information about each pupil's attainment at present and this restricts its ability to measure the extent to which the investment in resources and training has on standards over time.

MUSIC

116. During the inspection, only one singing lesson and one music lesson were seen at Key Stage 1 and this was insufficient to make secure judgements about the standards of attainment and the quality of teaching.
117. The singing at Key Stage 1 was similar to that of most pupils of these ages. By the age of seven pupils' singing shows an appreciation of melody whilst maintaining time. The lesson for six and seven year olds was well taught with particularly effective praise for pupils who picked up the African rhythms which led to a very positive atmosphere and success increased. The teacher sang well and the repertoire of songs was well known to the pupils who joined in enthusiastically. The use of cards with symbols to show how the rhythm was to be clapped helped all pupils learn how to read and clap an African style rhythm and when to join in the chorus.
118. Leadership and management of the subject are effective but the co-ordinator's role in the monitoring of teaching and learning is underdeveloped. The curriculum is enriched by visiting musicians, such as a brass group, African Drummers, an Irish folk song group, a 'Junk band' and by pupils' involvement in school performances and the Plymouth musical event. Resources have improved since the last inspection and they are now good. They are well organised, centrally stored and accessible to pupils and teachers.

PHYSICAL EDUCATION

119. By the ages of seven and 11 pupils' attainments are broadly what are expected of pupils in gymnastics, dance and games. Very nearly all pupils reach the expected standard in swimming by the age of 11, following an intensive swimming programme for ten and 11 year olds.
120. All of the teaching seen was satisfactory. Teachers are well prepared for lessons and chose appropriate activities to develop skills. In a Year 1 dance lesson, moving to music from the 'Carnival of the Animals' helped most pupils increase their awareness of how to use limbs, and control their speed. One or two showed rhythmic responses and signs of poise. Teachers balance the lessons well, providing a time for pupils to share each other's efforts. In a Year 2 lesson, pupils demonstrated how they could move on the apparatus at contrasting speeds and include balancing in the sequence. The pupils gained inspiration from watching each other but opportunities for pupils to comment on and evaluate their own and others' performance were not developed. This was a weaker element in all physical education lessons and consequently opportunities for pupils to develop speaking skills, to develop their movement vocabulary or to recognise elements of what makes good practice are consequently missed.
121. Teachers encourage pupils to co-operate and the teaching assistants' skills are used well to support those with special educational needs. This helped extend the challenge for all pupils in a Year 4 and 5 lesson, to produce a sequence of balancing techniques. The pupils worked well with their partners and demonstrated safe, strong weight bearing positions. Many confidently used rolls and jumps to successfully link movements between the floor mats and large apparatus.
122. Pupils work with enjoyment and enthusiasm in physical education lessons, and this helps develop their positive attitude to school. They change into appropriate clothing, and in this are encouraged by the example set by teachers. The curriculum for

physical education is broad and balanced. There are a good number of extra-curricular activities such as football, netball, country dancing, modern dancing, athletics and 'team building' activities and these opportunities make a good contribution to pupils' social and cultural development.

123. The standards and quality of the curriculum have been maintained by the co-ordinator since the last inspection. Provision of large apparatus for gymnastics, identified as a weakness at the time of the last inspection, is much improved. Consideration should now be given to how it is set out so that pupils can be trained to move it into place quickly and safely, thus maximising the time available in the lesson for its use.

RELIGIOUS EDUCATION

124. The standard of teaching and pupil attainment varies between the key stages. Pupils meet the expectations of the locally agreed syllabus by the age of seven and the teaching is good. The requirements of the agreed syllabus are being met at both key stages. However the limited time and inconsistent coverage given to religious education for ten and 11 year olds means that the expectations of the agreed syllabus are not being met, and standards are lower than at the last inspection. Pupils aged eight met the expected standard during the lesson and following a scrutiny of their work.
125. Seven year olds displayed good knowledge of what they knew about Muslims, Jews and Christians when explaining what might be special to these faiths. For example they understood that taking part in a religious festival or visiting a certain place are often important to people. This teaching of beliefs was particularly effective in helping pupils consider what might be memorable to people close to them, like a parent or grandparent. Quite simple ideas from the pupils like "a kiss" or "a card made by me" or "a lovely sunny day" showed that they knew special things are very personal.
126. Progress is satisfactory for pupils in Years 3 and 4 and they have many opportunities in lessons and during worship to develop their understanding and knowledge of celebrations, belief and faith, rituals and ceremonies. Eight and nine year olds have a good knowledge of Old Testament stories and are familiar with the symbolism used. The teacher has good knowledge of the locally agreed syllabus and was clear in her teaching about what was to be learnt. The work sheet was appropriate in helping pupils unravel the meaning of sacrifice in the story of Abraham.
127. Further up the school the teaching of religious education is linked well into personal and social education lessons but progress is unsatisfactory. A religious education element is also often linked to the planning and conducting of 'circle time' and this allows older pupils to develop a respect for the opinions and beliefs of others as well as a willingness to share their thoughts. There is insufficient regular teaching of other world faiths and only superficial attention is paid to developing pupils' knowledge and understanding. Resources for developing awareness of other faiths are insufficient for older pupils and were found not to be as good as at the last inspection. The headteacher has taken over the role of co-ordinator and has established a programme to deal with the necessary areas for this subject's future development. There is an urgent need to improve the quality of experiences in this subject for older pupils and the methods for keeping track of what pupils have learnt.