

# INSPECTION REPORT

## **HAYES SCHOOL**

Hayes Road, Paignton

LEA area: Devon

Unique reference number: 113554

Headteacher: Mr M. Wright

Reporting inspector: Mrs M. Hulme  
OFSTED Inspector Number: 3609

Dates of inspection: 2<sup>nd</sup> – 6<sup>th</sup> July 2001

Inspection number: 197547

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: infant and junior

School category: foundation

Age range of pupils: 3 - 11

Gender of pupils: mixed

School address: Hayes Road  
Paignton  
Devon

Postcode: TQ4 5PJ

Telephone number: 01803 557336

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Appropriate authority: governing body

Name of chair of governors: Mr. E. Harris

Date of previous inspection: May 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3609	Mrs M. Hulme	Registered inspector	music; the Foundation Stage curriculum.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
13895	Mrs A. Smith	Lay inspector	none	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
4109	Mr. J. Barley	Team inspector	mathematics; information and communication technology; equal opportunities.	How well is the school led and managed?
18344	Mr D. Earley	Team inspector	Science physical education; English as an additional language.	How good are the curricular and other opportunities offered to pupils?
23509	Mr N. Parish	Team inspector	English; art and design; religious education.	
30773	Mrs J. Whitehead	Team inspector	design and technology; geography; history special educational needs.	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school was formerly grant maintained and is now a foundation school, situated in the seaside resort of Paignton in Torbay. There are 464 pupils on roll including 56 children in the nursery who attend part-time and 52 reception pupils who are full-time. Almost all pupils are white and there are no refugees or Travellers. There are no children for whom English is an additional language. There are 27 per cent of children on the special educational needs register which is above the national average and of these, seven pupils have statements of specific need. There are 81 pupils known to be eligible for free school meals. The children are taught by 17 teachers of whom one is the headteacher and two are part-time. The school has been through a considerable period of change in its status and its provision of education for its pupils.

### **HOW GOOD THE SCHOOL IS**

This is now a good school that benefits from firm and determined leadership. The headteacher has a clear vision of what the school is about and wants it to be one of the most successful. New developments have been introduced to make it a constantly improving school. The pupils now have very good attitudes to their work and behave very well. Teaching has improved and the good teaching is having a positive impact on children's learning. Standards are rising steadily and are mainly satisfactory but the school is aware that it needs to raise them further, particularly by the end of Year 2. All this has been achieved at mainly average costs. The school is offering good value for money.

#### **What the school does well**

- Overall the teaching is good and is improving children's learning.
- The headteacher provides strong and purposeful leadership and is well supported by staff and governors.
- Children have positive attitudes towards school life and behaviour is very good.
- The school takes good care of its children.
- The parents have good views of the school and are satisfied with the quality of education it provides.

#### **What could be improved**

- The school needs to continue to raise standards, particularly children's performance in tests at Year 2.
- The management role of all subject leaders needs extending to incorporate the monitoring of standards, teaching and learning.
- The provision for the Foundation Stage needs extending to put the management of this vital first stage on a firm footing and to improve the resources for the physical development area of learning.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in May 1999 and was taken out of special measures because there was evidence that it was then providing an acceptable education for its pupils. The school has made good progress since that inspection. A new headteacher has been appointed and there have been some changes of staff. The school is well led by the headteacher and hard working senior management team but this group lacks representation from the new Foundation Stage. Most issues for further development have been remedied successfully resulting in rapid improvements but completion of that relating to special educational needs is still outstanding. Subject leaders fulfil their responsibilities but few have had opportunities to monitor standards or the quality of teaching. The governing body is fully involved in the work of the school and provides a good level of expertise and support. All statutory requirements are now met.

## 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	D	D	B
mathematics	E	C	D	C
science	E	C	C	C

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

Children in the Foundation Stage make a good start in the nursery and by the end of the reception year most are achieving the early learning goals in all six areas of learning. The more able children are already beginning the early work of English and mathematics. By the time they leave school, pupils' performance in the National Curriculum tests for the year 2000 shows that they are above average for English and average for mathematics and science when compared to similar schools. A comparison with pupils' prior attainment at Year 2 shows that they have made good progress. This year, although results are similar to last year the percentage of pupils reaching the higher levels is greater. In both English and mathematics 30 per cent achieved this level compared with 18 per cent last year. Standards in reading, writing and mathematics have been problematic. The previous poor leadership of the infant stage had resulted in children not attaining as well as they could do and standards were well below average. When the reasons were found, the current staff of Year 2 worked very hard to try and remedy the situation and succeeded in improving the year 2001 results by over 20 per cent in just five weeks.

Apart from the core subjects of English, mathematics and science the standards achieved in all other subjects in the infant classes have been maintained since the last inspection and are in line with those expected for their age. Standards in some subjects have been maintained and improved. Pupils' standards in art and design, information and communication technology (ICT) and physical education are now at least in line with what is expected for their age with improvements to some aspects. In the junior classes standards have been improved in music, with children now doing better than that expected for their age. The school's statutory targets for eleven year olds were exceeded in English and mathematics for the year 2000 and the more recent results of National Curriculum tests for 2001 show that the school has exceeded its statutory targets by 15 per cent.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school and their work and make good efforts to do well.
Behaviour, in and out of classrooms	Overall, very good. Any incidents of unacceptable behaviour are dealt with effectively.
Personal development and relationships	The very good relationships that exist between teachers and pupils motivate most children to work hard and do their best. Pupils co-operate well and willingly take responsibility for tasks allocated by teachers.
Attendance	Satisfactory. Most children come willingly to school.

The overall quality of children's relationships and behaviour is a strong feature of this school. Children are very good at caring for one another and are polite and pleasant to others. A few children need to try harder to be punctual.



## TEACHING AND LEARNING

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

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

The teaching has improved greatly since the last inspection and overall it is good. There are now many strengths and few weaknesses. The current inspection findings show that seven per cent of lessons were excellent, 42 per cent were very good, 31 per cent were good, 19 per cent were satisfactory and just one lesson was unsatisfactory. The reasons for the improved teaching are the in-service training, when teachers share good practice with others, and the monitoring of teaching by the headteacher and deputy who have succeeded in instilling confidence and providing the support that enables improvement. The teaching of English and mathematics is now better because greater priority is given to the teaching of the basic skills.

Particular strengths in all classes include the management of pupils, the use of time, support staff and resources and the very good relationships that exist between children and teachers. These skills result in children working hard to do their best. They take pride in receiving praise from teachers. The teaching of literacy and numeracy is consistently good and teachers are making opportunities to develop these essential skills in other subjects. The good provision for pupils with special educational needs includes teachers supporting children sensitively to ensure they are included in lessons and the effective ways they use support staff to utilise their experience and expertise to the full. The good teaching is having a very positive impact on children's learning and leading to improved standards. The few weaknesses relate to the occasional use of unsuitable materials for a task and the occasional inappropriate organisation of an activity. There is some inconsistency in marking and some of the targets in the individual education plans for children with special educational needs require greater detail.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curricular opportunities are good and prepare children well for the next stage of their education.
Provision for pupils with special educational needs	Overall good. Particularly good co-ordination enables effective support for children and for parents. Some targets in pupils' individual education plans need to be more detailed.
Provision for pupils with English as an additional language	There are no children in this group.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. The school is planning to extend its provision for spiritual development, which is satisfactory. Children know the difference between right and wrong behaviour and have a growing understanding of the need for social responsibility. Cultural development is now good.
How well the school cares for its pupils	The criticisms of the last inspection have resulted in a review of the procedures and practices. These are now resulting in effective care and welfare of children.

The school values the contributions of parents to their children's learning and is keen that they work in partnership with the school. Overall, parents make a positive contribution to the work of the school because they have good views of the quality of education that it provides. The range of curricular and other opportunities offered to pupils is good. Effective use is made of the visits that take place to enhance subjects. Additional support is provided for those children who need it. All subjects of the curriculum meet statutory requirements.

Procedures for the health, safety and welfare of the children are good. Procedures for monitoring and promoting good behaviour are very effective. Systems for recording pupils' academic and personal development and assessing progress are good. Attendance and punctuality are monitored satisfactorily.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong and purposeful leadership and has a new senior management team to support him in providing a firm steer to the work of the school. Their achievements are good but the role of subject leaders now needs extending and the new Foundation Stage now needs its management to be on a firmer footing.
How well the governors fulfil their responsibilities	Overall good. The governing body is now better informed and has a clear understanding of their responsibilities and carries them out effectively. Statutory requirements are met.
The school's evaluation of its performance	There is a good understanding of the school's performance. The improved use of analyses has helped the staff to understand what works well and why.
The strategic use of resources	Good use is made of strategic resources. They are used sensibly.

Overall, staffing, accommodation and learning resources are good. Most teachers have the experience and expertise needed for this age range. The premises have been improved with new Foundation Stage classrooms, library, special educational needs facilities and information and communication technology suite. The school now provides a better place for children to learn.

The leadership and management have greatly improved since the last inspection and are now very good. The school's aims and values are very well reflected in its work. The new management team is sharing the tasks with the headteacher and they are making good contributions, but subject leaders need to extend their roles. The governors meet all their statutory responsibilities, have a good understanding of the strengths and weaknesses of the school and have improved their contributions to the curriculum. Governors do their best to put the principles of best value into practice.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That the school expects children to work hard and achieve their best.</li> <li>• The teaching is good.</li> <li>• Their children like school and they are helped to become mature and responsible. <ul style="list-style-type: none"> <li>▪ Their children make good progress.</li> </ul> </li> <li>• They feel comfortable about approaching the school with questions or a problem.</li> <li>• The school is well led and managed.</li> <li>• Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of information provided about how their children are getting on.</li> <li>• A more interesting range of activities outside lessons.</li> <li>• The amount of work that children do at home.</li> </ul>

Inspectors agree with parents' positive views. Although some parents tended to disagree that they were kept well informed about progress, the range of information they are given is satisfactory but would benefit from a further formal opportunity to discuss their children's work and from more detail in their children's annual reports. The amount of homework and the range of activities outside lessons are typical of other schools.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. This year the teachers' assessments of what children know, understand and can do show that when they enter the reception year of the Foundation Stage their attainment is broadly average. This is an improvement on the findings of children's abilities in the previous inspection report. Children make a good start in the nursery and by the time they are ready to enter the reception classes they are working towards achieving the early learning goals for each of the six areas of learning. Teachers build upon this work in the reception classes and by the end of the Foundation Stage the majority of children are attaining the early learning goals in all areas of learning. The more able children have laid the foundation for the National Curriculum and have already begun the early work of the English and mathematics curriculum. Most children are very familiar with the routines of the literacy and numeracy sessions. Just a few slower learners are unlikely to achieve the early learning goals, particularly in communication, language and literacy and the mathematical area of learning.
2. The previous report of 1997 judged standards as having serious weaknesses. It reported that standards in the infant years were in line with those expected for the children's age and progress was sound. In the junior classes progress was at least satisfactory in Years 3 and 4 but was far too slow at Years 5 and 6. Pupils' attainment at Year 6 was judged as below average in English, mathematics, science, ICT, art and physical education. In all other subjects it was satisfactory, with the exception of history and geography for which no judgement was made. The National Curriculum test results for Year 2 children were not significantly different from all other schools but those of Year 6 pupils were well below the national average in English, mathematics and science.
3. The school was judged to be failing to give its pupils an acceptable standard of education and was made subject to special measures. Visits from HMI culminated in a further inspection report in 1999 when the school was judged to be no longer requiring special measures and now providing an acceptable education for its pupils.
4. The current inspection findings agree with the findings of the 1999 report. Standards of attainment have risen steadily and are particularly satisfactory in the junior years in all subjects of the National Curriculum. However, the standards for Year 2 children have been problematic and there is a discrepancy between the National Curriculum test results for the year 2000 and the standards seen in lessons and in the scrutiny of work.
5. Data over time seemed to indicate that children in Year 2 were not doing as well as they should be but investigations failed to bring the reasons to light until it was realised that the problems lay with the leadership of the Key Stage

1 co-ordinator. The subsequent action taken by the headteacher and governors, together with the support of the local education authority once the situation became clear, provided a rapid programme of remediation to try and resolve the situation. Tests undertaken by the Year 2 children just five weeks before the National Curriculum tests were alarming for they showed that only half the children would reach Level 2 or better in reading, writing and mathematics. However, by May 2001, the tremendous efforts of the teaching and support staff brought improved results. Reading comprehension had improved by 31 per cent, and writing and mathematics had improved by 22 per cent. In addition, 13 per cent reached the higher level in spelling compared with five per cent previously and 12 per cent reached the higher level in reading compared with none previously. Now there were three per cent reaching the higher level in writing and 20 per cent reaching the higher level in mathematics. It is a credit to the two Year 2 teachers and supporting staff that pupils did so well and procedures are now in place to ensure that this does not happen again.

6. On the evidence of lessons seen and from the scrutiny of written work, standards in English by Year 2 and Year 6 are in line with those expected. The difference in standards for seven year olds has been commented on already but those for eleven year olds have also improved in the National Curriculum tests for the year 2001, with a higher percentage reaching the higher Level 5. This year there are 30 per cent compared with 18 per cent last year.
7. Speaking and listening skills are satisfactory by the end of Year 2. Pupils respond well in class, listen carefully, carry out instructions, answer questions and read out their work. They are becoming more articulate. By Year 6, pupils are more confident when speaking to an audience. They explain their ideas, give views and respond to the comments and opinions of others. Standards in reading are generally in line with those typical for the children's age by Year 2 and Year 6. The National Curriculum tests of this year indicate a marked improvement in children's reading at Year 2 with the better readers using expression and talking confidently about books they have read. The reading of older children has improved steadily. They have strong views about which authors they like or dislike and are particularly skilled at using text to support their views. Particularly good use is made of the library. Children of all ages have a love of books and treat them with respect. Although writing has improved the school recognises that there are weaknesses to be remedied. By Year 2, children understand that writing may be used for different purposes and most can read their own writing. Handwriting is developing well but although usually legible it is not always consistent. Children have begun to use a new joined up style, which should improve standards. In Years 3 to 6, writing is continuing to improve and in this years tests there is a 20 per cent improvement on those achieving Level 4 and above. The introduction of extended writing sessions has contributed to this improvement.

8. The findings of this inspection show that pupils in Year 2 and Year 6 attain standards expected for their age in mathematics, with many in Year 6 achieving higher. This is better than indicated by the year 2000 National Curriculum test results. Early indications from pupils' performance in the year 2001 results show further improvement, particularly in the percentage of pupils attaining the higher levels. This year there are 30 per cent compared with 16 per cent last year. The difference in the standards seen in lessons and those shown by the test results is accounted for by the improved quality of teaching, which is not yet fully manifesting itself in the tests. By Year 2, children have a good understanding of number. They are learning how to solve problems often using their knowledge of tables. This good start is built on and by the time they leave school they are becoming confident mathematicians. They try out ideas of their own to solve problems and most pupils are attempting tasks that are usually tackled at secondary school related to work on coordinates. The more able pupils understand the properties of quadrilaterals and easily work out the area of a rectangle using a formula.
9. In science, the findings of this inspection show that pupils in Year 2 and Year 6 attain standards expected for their age. This is an improvement for the junior pupils on the last report when standards were judged to be below average and test results were well below average. Particularly good use has been made of assessment procedures to improve pupils' skills in the presentation and interpretation of data. However, throughout the school there is a lack of consistency in the general presentation of work and this often hampers the clarity with which findings are communicated.
10. Standards in art have been maintained in the infant classes and by Year 2 are typical. They have improved in the junior classes because good use is being made of sketchbooks. Although standards are satisfactory the work shows that the direct teaching of skills and techniques is not always provided, resulting in pupils not doing as well as they might.
11. Standards in ICT, in the infant aged classes, have been maintained and are typical. In the junior classes standards have improved. The junior children are now more confident in their use of ICT and make effective use of such tools as the digital camera and the Internet for research. However, the work related to control and sensing physical data is not as fully developed as it might be and the school has planned to extend this aspect of the subject to improve standards.
12. Standards in physical education are typical of those of other schools. This is an improvement since the last inspection, when standards for the junior stage were unsatisfactory. The school now meets the National Curriculum requirements for the subject including those for swimming. The subject is enhanced by the provision of extra-curricular sporting activities.
13. In all other subjects standards have been maintained and are satisfactory at Year 2 and Year 6. Although no judgement was made about geography and

history at the 1997 inspection, the findings of this inspection are that they are similar to those found in most schools.

14. Pupils with special educational needs achieve satisfactory standards. There are some good individual examples of teachers supporting pupils sensitively to ensure that they are included in lessons. This develops their confidence. However, pupils' individual education plans are inconsistent. They are not always detailed enough to ensure that work is closely matched to needs and makes monitoring progress over time more difficult. This has continued to be an issue, which was identified both in the previous inspection of 1997 and that of 1999 when the school was judged as no longer needing special measures.

### **Pupils' attitudes, values and personal development**

15. The school is an orderly and well-mannered community and the majority of pupils display very good behaviour both in lessons and around the school. Pupils have positive attitudes to school and respond very well to the clear expectations and procedures of the staff. They enjoy school and are friendly, courteous and willing to talk to visitors to the school. Pupils show respect for their surroundings and no bullying was observed during the inspection. One pupil was excluded from school in the last year. This represents an overall improvement since the last inspection.
16. Overall, pupils' attitudes to learning are very good and this is particularly noticeable when good teaching is particularly stimulating. The very good attitudes and behaviour noted during the HMI inspection have been maintained and are having a positive impact on children's progress and making an important contribution to the standards achieved. Pupils usually work enthusiastically and co-operate well with each other and other adults in the classroom. They ask questions and are eager to give answers and demonstrate that they are capable of concentrating well. Teachers and learning support assistants provide a comprehensive network of support and relationships at all levels are very good.
17. Pupils respond well to opportunities to take initiative and responsibility and their personal development is good. Teachers foster the development of the pupils' personal and social skills and pupils are given good opportunities to reflect on the impact of their behaviour and actions, often through the planned assemblies and the personal, social and health education curriculum. Pupils help teachers with routines such as returning registers to the office after registration. They help each other with their learning and, for example, the older pupils listen to the younger ones reading and offer them help in preparing and sending their e-mails. Pupils make good use of the library, books and other resources for independent research and reading. The younger children love their visits to the library. They are familiar with the routine and take pleasure in choosing books, which they handle carefully, before making sure that the librarian has recorded which ones they are taking home. There are opportunities for pupils to extend their social skills through participation in the extra-curricular activities, such as playing the school marimbas and steel drums to parents and friends.

18. Relationships are very good and pupils are open, friendly and courteous towards staff and visitors. They show respect for one another's views, beliefs and culture and are caring towards one another. Many work collaboratively, both in the classroom and in other aspects of school life. They are keen to help each other. For example, they work very well in pairs when sharing computers. They are frequently supportive of each other's efforts and most pupils are willing to share. By the time they leave the school, most are confident and mature young people with whom it is a pleasure to talk.
19. Attendance is average by national standards, as is unauthorised absence. Letters have been sent out recently to remind parents and carers of the importance of good attendance and the impact this has on the educational standards of their children. Most pupils are punctual in arriving at school and settle to lessons promptly, although a significant few arrive late and miss the events and important information that accompanies the start of a day at school. This is an improvement on the situation as reported at the time of the last inspection, when attendance was unsatisfactory.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

20. Overall, the quality of teaching is now good. This is a considerable improvement on the previous report of 1997 when there were serious weaknesses in the quality of teaching, which was a serious concern. Following the HMI report of 1999, the teaching improved again. At that time the teaching was judged to be consistently sound and often good. Some good teaching was seen in almost every lesson. Now the inspection findings show that there is much strength and few weaknesses, with consistently good teaching and often very good or even excellent lessons. In the current inspection, seven per cent of the lessons seen were excellent, 42 per cent were very good, 31 per cent were good, 19 per cent were satisfactory and one lesson was unsatisfactory.
21. The reason for the improved teaching is twofold: the in-service training in which teachers are encouraged to share good practice with others, and the monitoring of teaching by the headteacher and deputy, who have succeeded in instilling confidence and providing the support that enables improvement.
22. At the Foundation Stage, the teaching ranged from satisfactory to very good but overall it was good. In the nursery, sessions are well planned and clearly identify what teachers want children to learn. Both teachers work well with the nursery nurse and teamwork is good. The adults relate well to one another and to the children, resulting in pupils who are secure and happy. Good management of the class leads to children behaving well for their age and developing concentration and listening skills. The adults are particularly skilled at encouraging talk, using books to look at pictures together for example, commenting, "I wonder what will happen?" This makes children want to talk about what they see, think carefully and use early prediction skills to suggest what might happen next in the story. There are a few weaknesses.

Although teachers use their resources effectively in purposeful play, a lack of some outdoor equipment makes it difficult to plan as well as they would like for the physical development area of learning. Very occasionally the pace of the lesson was too fast for the more immature children to respond or to have time for exploration. Teachers experience some difficulty in providing for all aspects of the personal and social development area of learning because the lack of some facilities prevents children having their personal needs treated with respect.

23. Teaching is also good in the reception year. Lessons are planned competently and show clear evidence of building on prior learning. The very good relationships that have been established with the children results in confident, co-operative pupils who make good efforts and respond well to their teachers. Usually there are clear explanations of tasks so children understand what they have to do and teachers listen carefully to children, responding to their questions, leaving them feeling that their efforts are valued. Personal and social development is particularly well taught and teachers use stories effectively to raise children's awareness of what is right and wrong behaviour. For example, in the story of *Cinderella* the actions of the ugly sisters were discussed and most children understood why their behaviour was wrong. The few weaknesses in the reception year relate to the occasional use of unsuitable materials for a task; for example, the use of hard plasticine for printing with shells when malleable material, such as dough, would have been better suited to the task. Also the occasional organisation of an activity was weak, such as when the teaching of technology skills with a whole class in a corner of the room made it difficult for children to observe what the teacher was doing and little progress was made. These new skills would be better taught in a small group and time be made during the day for others to learn.
24. At Key Stage 1, the teaching of Years 1 and 2 ranges from unsatisfactory to very good but overall it is good with a significant proportion of very good teaching. This is an improvement on the previous report when 14 per cent of the teaching at this stage was unsatisfactory. The excellent teamwork of the two Year 2 teachers has enabled a problematic situation related to low standards, found just a short time before the National Curriculum tests, to be improved considerably. New leadership for this stage, the very good knowledge of the teachers, the effective teaching of basic skills and good deployment of support staff have been instrumental in bringing this about. The teachers also raise children's self-esteem by the way in which they use children's comments and ideas in a positive way.
25. The teaching at Key Stage 2 in Years 3 to 6 ranges from satisfactory to excellent. Overall, it is now very good and a school strength. Again this is a considerable improvement on the last report because at that time the teaching of this stage was weakest, with 25 per cent of the lessons unsatisfactory. The unsatisfactory elements found previously of planning, low teacher expectation, poor methods used, unsatisfactory assessment and poor management of the class have been completely overcome and the current teaching is having a



positive effect on learning and improving standards. In the excellent lessons, which included mathematics, ICT and music, a notable feature was the high expectations of what children could achieve, the consequently demanding tasks and the fast and efficient pace of learning.

26. Particular strengths in both infant and junior classes include the management of pupils and the use of time, support staff and resources. The very good relationships between staff and pupils lead to children working hard and trying to do their best as they take pride in receiving praise from teachers. Concentration levels improve as children get older because of the careful structure of lessons and the interesting work provided by teachers. Lessons are conducted at a brisk pace to keep up the momentum of learning and there is a consistent pattern between classes which includes a recap of the previous lesson, a clear and concise introduction to new work, activities carried out in pairs, small groups or as individuals and a final plenary period which is used effectively to reinforce the learning in that session and establish understanding. This has taught children to listen to instructions, develop some independence in how they approach learning and it gives them an opportunity to see the progress they are making through the sharing of objectives and targets and to clarify anything of which they are unsure.
27. The teaching of literacy and numeracy is consistently good and sometimes very good. Teachers now feel confident in teaching these subjects because the training and introduction of the National Literacy Strategy and National Numeracy Strategy has improved their skills. They use their knowledge effectively in teaching basic skills to children and the results are seen in such aspects as reading in Year 2. Teachers make opportunities to develop literacy and numeracy skills in other subjects, enabling children to make sound and, sometimes, good progress in subjects such as science, history, geography and ICT.
28. Teachers make good provision for children with special educational needs. There are some good individual examples of teachers supporting pupils sensitively to ensure that they are included in lessons. For example, in a Year 5 geography lesson two pupils with statements of special educational need were given a carefully designed task, involving use of the computer, to enable them to undertake the same work as the other children in a way that best suited their needs. Effective use is also made of visiting specialists to give children the appropriate support to help them learn. There are clear procedures for monitoring pupils' progress in the short term and these are well used by an effective support team. However, there is a weakness relating to the targets in pupils' individual education plans. They are not always detailed enough to ensure that work is closely matched to needs and makes monitoring progress over time more difficult. This was identified as an issue, both in the previous inspection and in that undertaken by HMI in 1999.
29. Teachers make good use of homework. The school's homework policy is followed and in several lessons teachers were observed using homework to extend the work in class and give opportunities for children to develop more independence in their research.

30. Support staff make a valuable contribution to children's learning as they are briefed very effectively and their success in helping the slower learners can be seen in the good progress made by children with special educational needs

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

31. The school provides a good range of very well planned and interesting learning opportunities, which meet the needs, interests and aptitudes of all children, including those with special educational needs. The school does all that it is required to do in teaching the subjects of the National Curriculum, the areas of learning for the Foundation Stage and the locally agreed syllabus of religious education. This is an improvement on the findings of the previous inspection. The school makes good use of the guidance offered by the Qualifications and Curriculum Authority in its planning of the curriculum. Teachers make effective use of policies and work very hard to ensure that all children have equal access to all areas of the curriculum and have equal opportunities to succeed in them. The school is successfully implementing the personal, social, health education and citizenship framework.
32. The school has very effective strategies for teaching literacy and numeracy and these have improved since the last inspection. It has fully implemented the Literacy and Numeracy Strategies, which are helping teachers to raise standards. The school makes very good provision for children to use their literacy and numeracy skills in other subjects of the curriculum. There are many examples. The science work in Year 5 about the hardness of rocks shows that children make use of their language skills in their clear descriptions, using such vocabulary as "glittering crystals". Year 2 children use information and communication technology in amending their texts when they write about their visits to the local parish church. Year 1 children use their speaking and listening skills effectively in discussing how they might improve their dance. Year 6 children use computer-generated spreadsheets in mathematical work on algebraic formulae and Year 4 pupils use their mathematical skills in making accurate measurements of human skulls and record their findings in clearly presented graphs and tables.
33. Provision for pupils with special needs is good overall. There are clear procedures for monitoring pupils' progress and the support team uses them effectively. Good use is also made of visiting specialists such as speech therapists, to give children the appropriate support to help them learn. However, as noted earlier, some pupils' individual education plans lack the detail to ensure that work is closely matched to needs and makes monitoring progress over time more difficult
34. The school has successfully rectified a weakness noted in the previous inspection report and now provides a satisfactory range of extra-curricular activities. These include netball, football, fit-kids, music, art and quick cricket. In order to extend and enhance children's work teachers plan many visits out of school. These include Brixham Vigilance, South Brent, The Royal Albert Memorial Museum, London and Cold Harbour Mill. They also make well-planned residential visits in which children take part in outdoor activities such as abseiling, orienteering and archery and in activities designed to enhance their personal development. For example, they take

part in practical collaborative exercises and team building activities. The school encourages visitors to come into school in order to support lessons and extend children's work. Theatre groups regularly visit to perform for children and representatives from the police, fire brigade and school nurse visit in order to talk about their work in the community.

35. The school makes good provision for personal, social and health education. It provides many opportunities for children to accept responsibility and take initiative. This is seen when children perform tasks to help with the smooth running of the school. Older children help younger children with their reading and ICT skills. Children help others at lunchtime and use the library independently. The school has a clear sex education policy, which is linked to work in science. There is a positive approach to the promotion of healthy lifestyles, including education about the uses and misuses of drugs. This is linked with the physical education and science programmes and includes, for example, talks by the police. It is further enhanced by the school meals service, which has won an award for the promotion of healthy eating.
36. The school has established good links with the local community in order to enhance children's learning. Children visit the local beaches and zoo in their work in science and English. They use Paignton as a source in history and geography. For example, children conduct traffic surveys and consider local issues such as the proposed provision of a bypass. The school has strong links with local senior citizens. Children entertain them at times such as Christmas and distribute harvest gifts. The school uses local churches for religious celebrations and local clergy visit the school to take part in lessons and lead worship.
37. The school has satisfactory links with partner institutions. It liaises closely with a local day nursery and with a playgroup, which uses the school premises. Links with local primary schools are developing in areas such as competitive sports and sound links with the local secondary schools ensure that the transition from primary to secondary education is a smooth one.
38. Overall provision for spiritual, moral, social and cultural education is good. However, the school is aware that it does not yet have a coherent approach to the planning of opportunities for children to experience spiritual, moral, social and cultural education in the subjects of the curriculum. This is particularly true of spiritual and cultural education, although work has started especially in subjects such as music.
39. Provision for spiritual education is satisfactory. The daily acts of worship meet statutory requirements. They are well planned and children have many opportunities to join in reflection and prayer and to sing hymns. However, less evidence was seen of consistently provided opportunities for children to reflect on life's fundamental questions relating, for example, to birth and death. The school provides sound opportunities to promote spiritual development in other subjects. For example, children react sensitively when they play and listen to the marimbas and steel drums in music. Older children in religious education lessons are beginning to appreciate the idea that religious art can be sacred and spiritual for believers. Children in Year 2 express their thoughts and feelings following a visit the local parish church. Children are learning to respect the values and beliefs of others. For example, in Year 5

children find information on Ramadan from the Islam website and discuss its importance to Muslims. The very good relationships give children the confidence of knowing that adults and other children value their ideas and achievements.

40. Provision for moral education is very good. The programme for personal, social and health education enhances this. The principles which distinguish between right and wrong behaviour are actively promoted throughout the life and work of the school. There is a good behaviour policy and teachers have high expectations to which most children respond positively. The adults in school provide effective role models and the school effectively promotes respect for others and for truth and fairness. For example, in their work in English, the Year 4 children use the text "Balaclava Boys" to consider issues of honesty. Children in Year 2 devise their own code of conduct for behaviour in church. In their assembly, children in the infant stage learn how it is possible to make changes in behaviour.
41. Provision for social education is good. The school has created a caring atmosphere where children and adults are valued. For example, adults provide good role models in showing courtesy and respect, to which children respond positively. By the time they leave the school most children relate to adults and other children with poise and maturity. Throughout the school children co-operate and collaborate well with others. For example, in Year 1 physical education children perform sequences of movements in pairs. In Year 6 in scientific investigations pupils collaborate effectively in investigating the root systems of plants. There are good opportunities for children to care for those less fortunate than themselves. For example, they contribute to MacMillan Cancer Relief, Comic Relief and children in Romania. The school is on the point of initiating a school council, which will give children further opportunities to work together and contribute to the life of the school.
42. Provision for cultural education is good. Pupils have a sound range of opportunities to appreciate their own culture by taking part in celebrations such as Harvest Festival and Christmas and in participating in such local events as sandcastle building festivals and preparing contributions to the local proms. Opportunities are provided for children to visit London theatres to see modern popular musicals. In history they learn about seaside holiday traditions and in music they sing traditional English songs and listen to popular music. In physical education lessons children learn traditional country dancing. They are provided with opportunities to learn about the richness and diversity of other cultures, although the ethnic and cultural diversity of British society is less consistently represented. A particular strength of the school is the provision for older children to play African and Caribbean music to a very high standard. In religious education lessons children learn about the festivals of Divali and Ramadan. In geography children learn about life in an Indian village and older pupils write poetry after the styles of Caribbean poets. In Year 4 children listen to Chinese music and are learning to compose in this style. In physical education throughout the school pupils perform dances from other cultures such as Asian dances and the South African Apartheid dance.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

43. There are many aspects of support for pupils' welfare that make a positive contribution to improving the educational standards. Arrangements to promote pupils' general well being are good and the school has successfully dealt with the many criticisms made in the previous report. The school has a friendly ethos marked by the provision of a clean and ordered environment in which pupils can learn effectively and in which parents are made very welcome. There is evidence of easy relationships and trust between pupils and teaching staff and pupils are offered a range of opportunities to receive help and support for personal difficulties. The school provides good support for disabled pupils and those with specific difficulties and ensures that these pupils feel fully included in school life.
44. Appropriate child protection procedures are in place and effectively monitored by the special educational needs co-ordinator. Liaison between the class teachers and learning support assistants is good and all have received recent training from the Devon Child Assault Protection team. The good use of learning support assistants contributes positively to the general well-being and progress of pupils. The school has an appropriate health and safety policy. Arrangements and records for dealing with first aid, child sickness, accidents and emergencies are good. Fire drills are regularly undertaken and accurate records kept. Mustering instructions are on view in the school buildings. Each class teacher provides pupils with sessions in personal, social, health and citizenship education and these are taught through lessons, class discussions and assemblies. Many such lessons are well developed and provide pupils with good opportunities to explore a wide variety of issues. A structured whole school scheme of study, to ensure that all PSHE topics are fully covered, has been devised and is in the process of yet further development.
45. The arrangements for supporting, assessing and monitoring the work of pupils with special educational needs are good. Much of the support work undertaken by the Learning Support Assistants is of a high quality and provides effective support for those pupils. Overall, the provision for them is good, although the school recognises that targets in individual education plans need to be more specific and is working on plans to remedy that.
46. The monitoring of pupils' academic progress is good, builds on previous learning and has a positive influence in raising overall standards in the school. The teachers and support staff know the pupils very well and make good and useful termly assessments of their progress to inform the future planning of lessons. The overall use of assessment is good, however there are still inconsistencies in marking, although examples of particularly good practice were observed in science. In most subjects written comments do not consistently offer advice on how pupils might improve their work. However, the school is well positioned to identify future work on this aspect and to correct any weaknesses.
47. The school has very effective and well-developed procedures for monitoring and promoting discipline and good behaviour. All staff review these annually. High expectations for standards in behaviour are encouraged through a commonly understood and shared approach to the management of behaviour. This approach is well understood by pupils and is reinforced during and between lessons, break times and assemblies by the example of all the adults working in the school. The pupils respect the system of individual consequences for poor behaviour coupled with rewards that benefit the whole class. There is very little bullying or harassment during the school day, but on

the few occasions when it does take place teachers are effective in dealing with it and work effectively to avoid serious incidents.

48. The monitoring and support of pupils' personal development are good. A recent initiative, to keep written records of pupils' personal development, has been implemented effectively. These chart pupils' personal achievements and any difficulties they may encounter. Pupils from Year 3 to Year 6 are beginning to negotiate targets for improvement with their teachers. However, this system of target setting is not yet in place for Year 1 and Year 2 children. Teachers and other staff know and care for the pupils very well and link the monitoring of pupils' personal development with their academic attainment and progress. A Circle of Friends project is currently running once weekly during the lunch break. Some Year 3 pupils have volunteered to take part and this gives them the opportunity to discuss a range of more personal topics and to play games aimed at improving their personal and social skills.
49. Procedures for monitoring and promoting attendance, reported as poor at the time of the last inspection, are now satisfactory. The school constantly sends out letters to remind parents of their legal duties and the importance of good attendance and punctuality. Attendance data are used to track pupils' attendance records, although these are not yet analysed in detail. Strategies to improve attendance are still being developed although class teachers and the headteacher keenly follow up reasons for unauthorised absences. The school receives help from the Educational Welfare Officer, who frequently visits the school. During the inspection, lessons were observed to start on time, although a significant minority of pupils arrived late. Procedures to account consistently and accurately for all pupils arriving late and records to account clearly for those leaving or joining the school during the school day were begun during the inspection. Registers are completed and stored in accordance with statutory regulations.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

50. The school enjoys good and effective links in partnership with parents and the community and these make a positive contribution to pupils' learning. This judgement is an improvement on those of parents reported during the last inspection. The responses to the parents' questionnaire and at the pre-inspection parents' meeting show that overall they have a positive view of the school and enjoy good relationships with teachers and the headteacher. They consider that the school is approachable and listens to questions and problems.
51. Overall, parents are satisfied with the quality of education that the school provides. However, a few parents would like to see improvements in the quality and consistency of homework, the range of out of school activities, the information they receive about how well their children are doing and closer working with parents. The inspection evidence shows that the use and range of homework are satisfactory and compares favourably with that found in similar schools. Pupils in Year 6 research at home for information on their topics, and homework is regularly and

consistently set in mathematics and English. The range of out of school activities is satisfactory and similar to those found in other primary schools. The majority of parents consider that the school does work as closely with parents as they can and inspectors agree with them. The information that parents receive about their children's progress is sound and reports meet the legal requirement. However, parents rightly consider that this information could be improved, as at present the school only provides one meeting each year for parents to discuss their children's progress and more information about what children do well and where further development is needed could be added to school reports. The school is aware that improvement is needed and has already made plans to do this from the next academic year.

52. Overall, the quality and quantity of information the school provides for parents and carers are good. Parents are provided with newsletters, letters on specific topics, curriculum information and reports on pupils' progress. The governors' annual report and school prospectus both offer parents other useful information. Parents' meetings each year provide useful opportunities for parents to discuss their children's progress and attainment, although some parents would like these more often. Most parents attend parents' meetings and feel that these evenings are useful. Parents of pupils with a statement of special educational need receive appropriate information through an annual review and are invited to attend meetings to discuss these. They are kept well informed, share in the review meetings and are aware of the targets set for their children. The school has offered parents a home-school agreement and most parents take this up. The school has an open-door policy for any parent or carer wishing to discuss matters or make complaints. Parents are consulted on the content of policies affecting their children, such as the teaching and learning policy, and given an opportunity to comment before these policies are put into practice in the school.
53. The parents' involvement in their children's learning is good. The school welcomes the help of a number of parents, for example in listening to pupils read and helping teachers with the younger children. Reading diaries are taken home and these act as a good link between parents and teachers as they provide an opportunity to exchange written comments on pupils' progress. Parents are willing to help with transport and to act as helpers on school outings. Parents, carers and friends of the school attend school concerts and are very supportive of school events such as the Harvest Festival. Parents are happy to attend sports day. Recently, many supported their children by attending school to take part in a numeracy lesson with their children. A successful Family Literacy project attended by around twelve families also took place in the school earlier in the year.
54. There is a very successful and well-established Hayes School Association. This organisation attracts sponsorship for its activities from many local businesses and arranges social and fund raising functions for the school with the help of parents, friends of the school, staff and pupils. They arrange events such as the Summer Fayre and termly coffee mornings at which pupils present music and drama. The School Association funds a considerable number of educational projects including paying for the school to have unlimited use of the facilities at the nearby Paignton Zoo. Money raised also enables other extra provision for the school such as televisions and video recorders in each classroom, lunchtime play equipment and recently the memorial 'Eloise Warren' boat and flag for use in the playground.





## HOW WELL IS THE SCHOOL LED AND MANAGED?

55. In the previous report the leadership of the headteacher was described as poor, with some serious weaknesses in the management of the school. This situation has been completely turned around and the present headteacher, who was appointed following the school being judged as 'in need of further measures', provides very strong and effective leadership. He is supported well by the management team in providing a very firm steer to the work of the school. There is good teamwork with a focus on improving standards and now everyone is working hard to achieve this.
56. The governors, who were previously described as having no clear roles and responsibilities and as having no involvement in strategic planning, are supporting the headteacher and staff as well as they can. They are now better informed and well able to make decisions, which is a considerable improvement on the inspection of 1997 and has been maintained since the later inspection of 1999 when a judgment was made that the school no longer required 'special measures'. Governors are now consulted about the school development plan and they discuss the school's standards and compare them to other schools. They are involved in the monitoring of lessons, having been given appropriate training first. They now have a good understanding of the strengths and weaknesses of the school and are fulfilling their statutory duties. The school aims are precise and clear and include a commitment to good relationships and to equality of opportunity for all. The aims are reflected in the work of the school.
57. There has been a significant improvement in the quality of teaching since the last inspection and this has been mainly due to a rigorous monitoring process involving the headteacher and senior management team in observing lessons and discussing the strengths and weaknesses with teachers. The consequent improvements have had a positive effect on children's learning. The school recognises that the time is now right to involve all subject co-ordinators in this process so that they have a better knowledge of standards, teaching and learning in their subjects right across the school. This process will lead to improved standards in all subjects at the two key stages. Although the school has recognised that there is now a third stage in the school – the Foundation Stage, that encompasses nursery and reception age children - it has yet to provide the status it requires with an appointed and recognised co-ordinator who is responsible for monitoring the new curriculum, standards, teaching and learning. A teacher is trying to cover some of this work but is not a member of the senior management team and lacks the support afforded to the co-ordinators of Key Stage 1 and Key Stage 2. In a school that recognises the importance of continuity and progression this third stage needs to be incorporated in every way. Liaison and good links are particularly important between the Foundation Stage and Key Stage 1 but Key Stage 2 teachers need to be more knowledgeable of this first stage too, as it lays the foundation for all the National Curriculum subjects and religious education.

58. Performance management is now well established and is enabling the school to improve the performance of all staff even further. The work of all staff has been monitored, with strengths and weakness identified.
59. A major element of the improved management is the way that appropriate priorities are identified and the necessary action taken. This is well illustrated by the way the leadership problems of Years 1 and 2 were handled. Once the leadership had been identified as the reason for the lower standards and not the teaching, two action plans were drawn up and this process involved both governors and staff. Following the resignation of the Key Stage 1 coordinator, a new appointment was made and a successful push to improve standards instigated. The very good teamwork was a crucial factor in improving standards in the five weeks left before the National Curriculum tests.
60. The school's finances are very carefully managed and there are enough checks and balances to ensure that funds are used appropriately to support the identified educational priorities. The school keeps the finance committee well informed and the chair of that committee still maintains in his role that of Responsible Officer relating to when the school was grant maintained. He liaises regularly with the school bursar to ensure that all funds are used efficiently and appropriately. The under spend from the previous year is being used to make up the shortfall in the teachers' pay award which is not being fully financed by the local education authority. Specific grants such as New Opportunities Funds are being used effectively for their designated purposes. A programme of staff training has been put in place to improve staff competence in ICT using those funds.
61. The school is very aware of the principles of best value that involve it in making comparisons with other schools, consulting about change and using challenge and competition in improving standards. Parents, governors and staff are consulted about important changes that the school is likely to make. The school constantly seeks best value whenever it is possible. For example, a decision was made to withdraw from the local authority library arrangements and the money saved was put into buying new books and resources, which has led to improved library provision.
62. There are sufficient teachers with the qualifications and experience to teach the Foundation Stage Curriculum, the National Curriculum and religious education. Additional staff are used to allow time for teachers to use specific expertise, such as the specialist teaching in subjects such as music and to support those children with special educational needs. Until the school was taken out of special measures it was prevented from being involved in initial teacher training but it is now involved with the graduate training programme. Induction of new staff is satisfactory.
63. The accommodation is good for specialist areas as the library and ICT suite. However, the hall is not large enough to accommodate the whole school for worship and hampers the work of teachers providing physical education

sessions for older pupils. Resources are generally good and for music are very good. There are some deficiencies in the Foundation Stage with regard to outdoor play equipment in the provision for the physical development area of learning. The school is making effective use of new technology. All computers are linked to the Internet; a computerised registration system is used and good use is made of a digital camera.

64. There is now a strong sense of purpose and direction about the management of the school. The headteacher is very clear about where the school is going and there is a shared vision of what the school needs to do in order to get there. Given this strong and purposeful leadership the school is well placed to take its development further.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

65. In order to improve the children's quality of education further, the governors, headteacher, senior management team and staff need to:
- **Continue to raise standards in all subjects, particularly in reading, writing and mathematics at the infant stage;**
  - **Develop the management role of the subject co-ordinators to encompass the monitoring of standards, teaching and learning in all classes of the infant and junior stage;**
  - **Extend the provision for the Foundation Stage to give it the same status as the other two stages by:**
    - a) establishing a co-ordinator role that will include the monitoring of the new curriculum, standards, teaching and learning;
    - b) extending the outdoor resources for the physical development area of learning for both the nursery and reception classes.

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

66. There are minor issues for inclusion in the governors' inspection action plan
- When monitoring assessment procedures ensure that there is a consistent approach to the marking of pupils' work;
  - Continue the work to improve the targets in pupils' individual education plans as these are not always detailed enough to ensure that work is closely matched to need, making the monitoring of progress over time more difficult.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	33

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	42	31	19	1	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)	28	408
Number of full-time pupils known to be eligible for free school meals	0	81

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	2	113

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	28

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.2
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	32	23	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	26	29
	Girls	18	20	22
	Total	41	46	51
Percentage of pupils at NC level 2 or above	School	75 (72)	84 (73)	93 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	30
	Girls	21	22	21
	Total	49	51	51
Percentage of pupils at NC level 2 or above	School	89 (68)	93 (87)	93 (93)
	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	24	33	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	21
	Girls	23	19	25
	Total	43	38	46
Percentage of pupils at NC level 4 or above	School	77 (64)	68 (67)	81 (79)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	22
	Girls	21	18	25
	Total	40	37	47
Percentage of pupils at NC level 4 or above	School	71 (62)	66 (64)	84 (84)
	National	70 (68)	72 (69)	79 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	352
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
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)	16
Number of pupils per qualified teacher	29
Average class size	29

#### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	348

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	14
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000
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	£
Total income	856499
Total expenditure	862498
Expenditure per pupil	2044
Balance brought forward from previous year	74551
Balance carried forward to next year	68552

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	417
Number of questionnaires returned	203

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	4	0	0
My child is making good progress in school.	49	46	5	0	0
Behaviour in the school is good.	44	48	5	0	2
My child gets the right amount of work to do at home.	29	48	19	3	2
The teaching is good.	54	41	3	0	1
I am kept well informed about how my child is getting on.	39	38	22	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	32	6	0	1
The school expects my child to work hard and achieve his or her best.	52	45	2	0	1
The school works closely with parents.	35	48	14	3	0
The school is well led and managed.	47	47	4	0	1
The school is helping my child become mature and responsible.	48	47	4	0	1
The school provides an interesting range of activities outside lessons.	30	40	19	2	9



## **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**

67. This year the teachers' assessments of what children know, understand and can do show that when they enter the reception year of the Foundation Stage their attainment is broadly average. This is an improvement on the findings of the previous inspection report. Those who have had time in the nursery have made a good start and the opportunities provided by the teachers have introduced them to all the areas of learning. By the time they leave the nursery they are working towards achieving the early learning goals for each of the six areas of learning. They make good progress in communication, language and literacy and the mathematical area of learning and steady progress in the other areas. Teachers build upon this work in the reception classes and at the time of the inspection, which was towards the end of the school year, the majority of children were attaining the early learning goals in all areas of learning. The more able children had laid the foundation for the National Curriculum and the written work scrutinised showed that they had begun the early work of English and mathematics. Most children were familiar with the routines of the literacy and numeracy sessions and will be ready to participate fully in these when they enter Year 1. Just a few slower learners are unlikely to reach that stage, particularly in communication, language and literacy and the mathematical area of learning.

### **Personal, social and emotional development**

68. Children generally make good progress in their personal, social and emotional development. In the nursery they show interest in the activities provided and soon gain confidence to try things that are new to them. By the end of their time in the nursery they are keen to share this with others, particularly visitors, and are continuing to find tasks exciting. Children's concentration spans are short when they enter nursery but they soon learn to sit quietly when appropriate and because they find the tasks interesting they make good efforts. For example, children making prints with seashells on dough experimented with both sides of the shell to make a pattern. By the time they move to the reception class they have formed good relationships with adults and one another. Opportunities to work as part of a group or class continue and children learn to take turns and share fairly. They understand that there are acceptable ways of behaving if the class is to work harmoniously and tell visitors about their class code of behaviour. They know that some behaviour is right or wrong and are beginning to understand why this is so. Most children dress and undress independently and manage their personal hygiene but occasionally help from adults is needed.
69. The teaching of personal, social and emotional development is good in both the nursery and the reception classes. Teachers have a good knowledge of this area of learning and plan for its development as part of the activities. Good use is made of stories in all classes to emphasise the need to show tolerance and care for others and what is right and wrong behaviour. For example, the actions of the ugly sisters in the story of *Cinderella* were

discussed and reception children understood why they were wrong. All teachers are vigilant and quickly notice if any child is the cause of unhappiness in others. Such incidents are handled well by adults and help children to have a sense of what is fair.

### **Communication, language and literacy**

70. Communication, language and literacy is given a high priority in all classes. In the nursery teachers quickly begin to encourage children to listen attentively and talk about what they have been doing at home as well in the activities provided. Even at the end of their time in nursery not all children speak articulately or respond in sentences and the reception teachers find it very necessary to plan opportunities to develop children's speaking and listening skills whenever they can. In almost every lesson, time is made for discussion, responses to questions about activities or stories and conversations that arise from such beginnings as, '*What did you do yesterday?*' Children show real enjoyment of books and progress from learning how to handle them and talking about pictures in the nursery to using the main school library and selecting books to take home in the reception classes.
71. By the end of the Foundation Stage, children readily talk with others and take turns in conversation. They use both written and spoken language in their play and respond to what they have learned by relevant questions. They are mainly confident when speaking to others and show some awareness of the listener, by, for example, greeting visitors, using "please" and "thank you" and responding to registration politely. The majority have started reading in the reception classes and are learning to use their knowledge of alphabet letter sounds when trying to read unfamiliar words. They are now at the stage when they can blend sounds such as *ip* and *op* to help their reading. When reading together as a whole class they make good use of picture clues and some familiar words to understand the story. A few children read such words as *invitation*. Children ask questions to help understand meaning in a story, for example, "What does a sorry sight mean?" Guided reading, when the teacher works closely with a group at the same stage of reading, is now well established. Children are taught how to form letters but even the more able find difficulty maintaining concentration when they work independently at writing tasks. This was the case when they were writing about characters from the story of *Cinderella*, using their knowledge of letter sounds.
72. Overall, the teaching of the communication, language and literacy area of learning is good. Lessons are planned in line with the early learning goals and the literacy guidance. Teachers co-operate in the planning which builds on previous learning but sessions in one class are often held in the afternoon when children are tired and find it more difficult to concentrate. This has arisen owing to the sharing of resources and teachers are now seeking ways to overcome this difficulty. Teachers make particularly effective use of reading diaries, where their helpful comments give a clear indication of progress and help parents to know how well children are doing. Any new letter sound work

is indicated so that parents will reinforce what has been learned. Teachers use questioning techniques well to elicit responses, especially in stories. For example, in Cinderella children were asked, "*Why was she running?*" which brought the response, "*Because she had to be back at 12 o' clock*" which led straight into, "*What happened at 12'o clock?*" and the consequent sequencing of the story.

73. Teachers have a very good understanding of how children learn, which is demonstrated in the way they interact with them, the very good relationships and interesting activities. The time they make to listen to children and talk with them gives all children opportunities to respond and demonstrate what they can do.

### **Mathematical development**

74. In the nursery children take part in a range of activities that assist their mathematical development. They thread beads and cotton reels to make patterns and count them, sort objects for colour and use wall cards to record how many children are in class. No opportunity is lost to count and by pointing to objects as they count they are usually accurate and take pride in sharing what they can do with others. Children use shells to sort to a given criterion and then use them with dough to create patterns. They are learning to create patterns of their own as they alternate colours of beads or prints made by shells. By the time they move to the reception classes children's learning is extended. Now their counting is reliable and they count from any starting point. Such questions from the teacher as, "*How did you do that?*" were helpful to children in using 'counting on' in addition. Within a week children gained a good understanding of ideas relating to time and the majority knew the time when describing the hour, such as 'two' o'clock. Appropriate mathematical vocabulary is used such as 'circle' or 'smaller' to describe two-dimensional shapes and everyday words are used to describe position.
75. Overall, the quality of teaching is good. Teachers focus on achievement through practical activities and on using and understanding language in the development of simple mathematical ideas. Teachers make effective use is made of knowledge in the presentation of topics, such as time, to involve all children in a discussion. Learning support staff are deployed well when tasks are modified for children with special educational needs. For example, a group of slower learners were sequencing photographs about their lives at certain times and while they were interested and talked about what they saw they were less confident to move the hands of a clock to dinnertime or bedtime without the support of the adult. A scrutiny of written work planned for average and more able learners was seen to be appropriate, with both groups covering the same range of work. However, some average and below average learners continue to have problems writing numerals, colouring objects and drawing. Although this is not unusual for this age more time is needed to help them improve these skills before they attempt to record their efforts. Teachers are very good at focusing on practical activities to help children achieve

mathematical development but they have been led to believe that recording at this stage is essential although the National Numeracy Strategy does not emphasise recording at this stage.

### **Knowledge and understanding of the world**

76. Children have many opportunities to develop knowledge and understanding of the world around them. They learn about other people and features of the natural and man-made world. In the nursery they readily talk about where they live and their families. They record days of the week and the weather and holiday travel by aeroplane and boat. They have been introduced to technology through using the listening centre with headphones and used the mouse to control what is happening on the screen of the computer. They have helped to take photographs of shadows of the fence, plants, bottles and a chair and then made shadows of themselves on a sunny day. They are learning words for parts of the body and experiment and explore with water to learn which objects float and which sink. As they move to the reception class children experience whole class lessons that have a scientific or technological focus. At this stage they have focused on sea creatures, talking about what they learned on a visit to the shore and remembering, with the use of photographs, how to identify them, colours and movement. Their discussion enables them to explain their feelings for such creatures. In another lesson focusing on food technology and designing an ice cream sundae children were eager to learn because the group used ice cream and they had first hand practical experience of doing the real thing, which was exciting. Children are making sound progress in using technology to support their learning. Keyboards have been modified to use lower case letters that children can recognise and they are familiar with the computer and how the control of the mouse allows them to manoeuvre objects on the screen. They are learning how to use the mouse to build up a picture. Although there is an ICT suite in the school for the purpose of teaching technology skills to a whole class the children of the Foundation Stage were not seen to use it.
77. Overall, the teaching of this area of learning is sound. Teachers make particularly good use of supporting adults. For example, when children had been sitting patiently listening to others talk about sea creatures, some children lost interest and the adult immediately stepped in to renew their interest and followed it up with good language development that extended their understanding and encouraged better efforts in the group task. There is good planning with clear learning objectives but sometimes the pace of lessons and choice of activities hampers the progress that children can make. For example, in the class making ice cream sundaes, one group was given plasticine and ice-lolly sticks to make ice creams and stickle bricks were used for the same purpose in another group. Teachers often use their demonstration of skills well in lessons but sometimes, not enough time is allowed and resources are inadequate for children to make good progress. This was the case when reception children were learning how to use a drawing program to create a holiday picture on the computer screen. Children tended

to concentrate on the teacher's drawing on the screen rather than how she was able to do it. Although she explained, it was difficult to see what she was actually doing at the back of the group and there was time for only one child to try his skills, resulting in little progress by most children.

78. The organisation of activities for knowledge and understanding of the world is very appropriate at the nursery age where a range, covering several early learning goals for an area of learning is offered during a session. This needs to be continued at the reception age rather than giving whole class lessons that relate closely to science or design and technology. In those lessons seen the present situation relates more closely to the organisation of lessons of the National Curriculum rather than the practical activity and purposeful play of the Foundation Stage Curriculum.

### **Physical development**

79. In all classes children have many opportunities to use a range of large and small equipment. They handle tools, objects, construction and malleable materials safely and with increasing control. In the classrooms and outdoors they show an awareness of space and are aware of others around them, taking care not to collide with one another. Opportunities to cut and stick and make models, use writing tools, construct with small and large bricks and use small world toys enable children to extend their co-ordination and control. However, a lack of some essential resources makes it difficult for teachers to provide for this area of learning as well as they would wish. There is an attractive outdoor area for the nursery where children can move with confidence, imagination and in safety but it lacks large apparatus where children can travel around, under, over and through balancing and climbing equipment. Although there is some space to use wheeled toys, once children can control them there is no planned development to extend these skills such as using tracks to extend control and co-ordination. Children need to recognise the changes that happen to their bodies when active but the space available provides only limited opportunities for healthy activity. For example, a well planned activity by the nursery nurse using small balls failed in this respect because children had no space to run.
80. The situation for reception children is worse because the outdoor area immediately outside their classes is very small, just big enough for a sand and water container. Although a bigger area has been allocated for reception use it is too far away from the classroom to use for daily activities when children may choose activities either indoors or outside, as many Foundation Stage classes do. It is the location of the classrooms that causes the difficulties. These children need the same outdoor provision as that of the nursery age and at present they use the hall in the main school, where large equipment is unsuitable, or have limited activity outdoors as a whole class. In the hall they participate in simple games and have opportunities to recognise the changes that happen to their bodies when they are active.

81. Despite some difficulties, the teaching of this area of learning is good. The teachers' good knowledge of this area of learning results in well planned lessons that are adapted well to the constraints of the hall. Warm up and cool down sessions are always planned and explained to the children. The very good relationships result in careful listening and children who move confidently.

### **Creative development**

82. Few activities were observed but there was sufficient evidence to show that children make sound progress in their creative development. In the nursery a range of work showed that they paint and draw, make puppets, use collage materials and are learning about mixing colours. They draw from observing beautiful objects such as decorative shells but are not yet at a stage where this is detailed. Nursery children enjoy singing, take part in rhymes and action games and memorise the words to simple songs. They experiment with sound and particular enjoy using percussion instruments. At reception age children have been focusing on printing. They have experimented with fruit and vegetables and are building on that by using shells, pebbles, seaweed and wood. Children are given paint, wet sand and plasticine to use with the objects for printing. Most children print at random rather than making a pattern and show response to what they touch, feel and see. In music sessions they co-operate and sing with others to a guitar accompaniment or by using percussion to accompany a story. They readily take part in role-play and use their imagination well. They feel able to communicate their ideas and feelings by using the materials, in imaginative and role-plays and through a range of songs and percussion instruments.
83. Teachers plan competently and build on previous experiences. In the sessions seen, teaching was good. The very good relationships with pupils motivated them to make good efforts and do their best but occasionally the lack of resources such as play dough and the substitution of plasticine made tasks more difficult. Good class management ensured that children were well behaved and work was sustained even when some tasks were difficult.

### **ENGLISH**

84. On the evidence of lessons seen and from the scrutiny of work, standards in English are typical for seven and eleven year olds. However, pupils' performance in year 2000 National Curriculum tests show that standards were well below the national average for seven year olds when compared with similar schools. Results for the year 2001 show a marked improvement. The test results for children at 11 in year 2000 showed that standards were just below the national average and better when compared with similar schools. Results in year 2001 were similar although there were many more pupils gaining a higher level of attainment.

85. Pupils' speaking and listening skills are satisfactory at the end of Year 2. They are given opportunities to speak in a variety of ways, can give a range of responses in class discussion and are beginning to speak clearly. For example, the more able children explained what and where the intestines are when looking at the human body. They are given opportunities to read out their work and are introduced to a range of activities, which include partner and small group work. They carry out instructions accurately and are willing to answer questions. By Year 6, pupils have developed more confidence in speaking to an audience. They know how to explain their opinions and ideas and articulate their views clearly. For example, when discussing their favourite authors and why they like certain books, one child talked about the author, J.K. Rowling, and the main character in her books, Harry Potter, and how he found the books *'fascinating and very imaginative because they were based on magic'*
86. Standards in reading during the inspection showed that pupils were achieving broadly in line with national expectations at the end of Year 2 and Year 6. There has been a marked improvement in the year 2001 National Curriculum tests for children aged seven. Most children use a suitable variety of strategies, such as using letter sounds and picture clues, to help them read accurately. The more able read fluently with expression, coping easily with such words as *binoculars*, *intrepid* and *ancestor*. They willingly talk about what they have read. All pupils read books at an appropriate level, and, as a result, most read confidently. The less able children are more reluctant but will attempt to read some words by sounding out letters, words like *skin* and *cheese*. All children take their reading books home and parents, teachers and children make comments in their Home-School Journals. Many children retrieve information from reference books, using their knowledge of the alphabet to use the index in books. All pupils knew where the contents page, index and glossary were and most knew the difference between fiction and non-fiction.
87. Standards in reading of the oldest children have risen steadily since the last inspection. They are beginning to express strong opinions about what they like and dislike in authors. They are encouraged to read from a variety of texts, including books, leaflets and poetry. They select information to answer questions and can refer to the text in order to support their views. Their library skills are well developed. They read at home and use the school library, which is well resourced and used well by pupils of all classes. Pupils of all ages show great interest in books and treat them with respect, handling them with care.
88. Writing has improved greatly over recent months in the infant classes and standards seen were satisfactory for children aged seven. However, National Curriculum tests still indicate that this is a weakness, which has been recognised by the school and is being addressed. They are given opportunities to write in response to a variety of ways including, stories, poems, they use 'Chat Books' for news and diary work, write letters and book

reviews. Most can read what they have written. Many are writing in sentences using some punctuation. Some of the more able children have begun organising their work in a clear imaginative way, using good description. For example, *'the evening breeze drifted through the autumn countryside'*. Their handwriting is developing well. It is generally legible but not always consistent. A new handwriting policy has been introduced to help alleviate this, with all children learning a joined up style. This will also raise standards.

89. In Years 3 to 6, writing is continuing to improve, with results in the National Curriculum tests for the year 2001 showing almost a 20 per cent improvement in those achieving Level 4 and above. The introduction this year of an extended writing session has helped considerably. Story narrative shows a clear structure and in Year 3 dialogue has been introduced into mainly simple sentences. Average pupils are beginning to use speech marks accurately by Year 4 and spelling is more accurate, with evidence of better organisation and clarity. Pupils have started writing play scripts and use persuasive writing. In Year 5 pupils have begun to write character analysis, like that of Tom Sawyer, they use similes and metaphors and some writing shows that they express strong views. For example, they write about whether they are for or against the Boreham bypass. By the time they leave school their pieces of extended writing show good use of paragraphs, punctuation, vocabulary and description that holds interest. Most children spell appropriate words accurately, write legibly in a joined up style. They are writing stories, poems, reports and poetry. Particularly good letter writing, expressing opinions, such as for and against capital punishment, conveys their arguments and conclusions well.
90. Overall, the quality of teaching is consistently good. There is no unsatisfactory teaching of English. Literacy has been given a high priority in the curriculum and teachers are knowledgeable about the subject. Their very good planning, methods and organisation are ensuring that pupils have a structured programme of learning that develops literacy skills in a systematic way. They provide challenging and interesting activities that are matched to pupils' stages of learning. There is a clearly focused time for literacy in every class for an hour a day. Time is managed well to develop phonics, spelling, grammar, punctuation and vocabulary. Questions are adapted so that those children of different abilities are able to make worthwhile contributions. For example, questions following the reading of *The Peasant and the Devil* by the brothers Grimm allowed children to respond at an appropriate level. Teaching assistants are used effectively in the infant classes and some children are withdrawn for additional literacy support when it is more appropriate for them to do so.
91. The very good relationships established between teachers and children result in pupils' attitudes and behaviour being at least good and in half the lessons seen they were very good. The high quality teaching and interesting lesson content contribute towards this. It is seen at its best where the lessons are well prepared, the teachers are knowledgeable, have high expectations and the pace of the lesson is brisk. Pupils listen attentively to teachers and other



pupils. They work independently as well as co-operating in a collaborative way. Evidence of this was seen in a Year 2 class where pupils worked well together to produce a booklet on rock pools. The consistently good relationships are helping children to make progress.

92. In the very good lessons of Years 4, 5 and 6, teachers make effective use of their knowledge and skills to make lessons interesting, particularly for those children with special educational needs. In a Year 4 lesson, children were learning how to write a haiku and the organisation was extremely effective with the main activity modified and extended enabling all to tackle the task. Children were grouped according to their needs with some paired to give one another security in attempting the task, more confident pupils worked alone and those with special educational needs were supported by another adult. The teacher had introduced a 'computapoem' activity for those needing special support because she knew them well, understood their specific needs and had the additional support of an assistant who was skilled at helping them feel secure and able to cope with the task. The effective use of the plenary session at the end of the lesson enabled all groups to share what they had achieved and their success raised their self-esteem.
93. Teachers were often inspirational and provided high challenge to which pupils responded well. In a Year 5 class, pupils were learning how to use persuasive devices in texts. The teacher's explanations were lively and precise which kept pupils interested and motivated. The skilful questioning elicited well thought out responses. The very good organisation made children feel confident in tackling the task and allowed time for assessments to be made of pupils' progress. They were challenged constantly and enjoyed it enabling them to demonstrate that they had a very good grasp of using persuasive devices and rhetorical questions in their writing.
94. Effective assessment and monitoring are contributing to raising standards but this could be improved even further by having more focused targets for pupils and by all staff following the school's marking policy. The effective examples of marking included the good use of encouraging comments that inform pupils how they can improve their performance. This is particularly noticeable in the classes of older children. A piece of written work is assessed every month to monitor the progress of individual children. Spellings are given weekly to learn at home as well as other homework.
95. All through the school, teachers make good use of other subjects such as religious education, history, art, science and geography to reinforce the skills learned in the literacy hour. For example, in a Year 2 class for religious education a child wrote about a visit to Paignton parish church where she says *"I heard the organ it made me feel good"*. In Year 3 children write about the ancient Greeks in history and in Year 6 pupils debate the reasons they are for or against the Kingskerswell bypass. ICT is used effectively to support this subject, particularly word-processing and desktop publishing, as when pupils

were producing booklets containing the diary of an imaginary visit to a planet and work about the Five Pillars of Islam.

96. The management of English is good. At present the role of co-ordinator is being filled on a temporary basis and a new co-ordinator has been appointed for the new school year. Some monitoring of teaching and learning has taken place and as a result new guidelines for handwriting and target setting have been introduced as well as a new reading scheme. The co-ordinator is clear about how the subject can be developed further.

## **MATHEMATICS**

97. The findings of this inspection show that pupils in Year 2 and Year 6 attain standards expected for their age in mathematics, with many in Year 6 achieving higher. This is better than indicated by the year 2000 National Curriculum test results, which showed seven year olds to be well below the national average and eleven year olds to be below average. Early indications from pupils' performance in the year 2001 results show further improvement, particularly in the percentage of pupils attaining the higher levels. The difference in the standards seen in lessons and the test results is accounted for by the improved quality of teaching, which is not yet fully manifesting itself in the test results. Standards in mathematics have risen steadily since the school was found to be 'in need of further measures' and now there are strong indications that it will not be long before test results show they are at least in line with the national average.
98. By the age of seven most pupils are developing a good understanding of number. They are developing their own strategies for solving problems and use good recall of 2, 3, 4, 5, and 10 times tables to help them solve problems. They use their knowledge to identify common two- and three-dimensional shapes and describe their properties. Pupils in Year 1 are already working at these levels. Overall, progress has been satisfactory but this has improved since the appointment of a new Key Stage 1 co-ordinator. In the last few months the Year 2 pupils have followed an intensive programme of learning and have made an improvement in test results of 22 per cent.
99. By the time they are eleven most pupils have become confident mathematicians in many areas of the subject. They are prepared to search for solutions by trying ideas of their own. They use their skills in estimating when they check results and consider whether they are reasonable. They use their knowledge to multiply and divide whole numbers and decimals by 10, 100, and 1000 and know how to order add and subtract negative numbers. Many in Year 5 are already able to do these things. Most pupils have the skills to interpret coordinates and transform shapes in these coordinates by rotation, reflection and translations which is work usually associated with secondary pupils. The more able Year 6 pupils know the properties of quadrilaterals and most are able to work out the area of a rectangle using a formula. Although most pupils understand and use the range and mode of data and many can

justify probabilities they have had no opportunities to use the probability scale of 0 to 1. Overall, progress for the eleven year olds is good. Pupils with special educational needs are well supported in lessons, particularly in the infant classes, and make good progress

100. The quality of teaching in Years 1 and 2 was mainly very good with just one unsatisfactory lesson seen. The teaching at Years 3 to 6 ranged from good to excellent and overall was very good. Three lessons were excellent. These findings represent a dramatic improvement since the last inspection in 1997, when 25 per cent of lessons were judged to be unsatisfactory or worse and only 75 per cent were satisfactory or better. The considerable improvement in teaching is a major factor in the improved standards throughout the school.
101. There is a very consistent approach to the teaching of numeracy. Lessons continue to follow the three-part model recommended in the National Numeracy Strategy. All the lessons begin with a mental and oral session that is taken at a good pace. Pupils particularly enjoy these sessions and, in the better lessons, teachers increase the challenge of the activities. In the infant classes teachers try hard to engage the interest of children by making the activities as different as possible. This was seen in a Year 2 class where the teacher talked about pairs of smelly feet when attempting to teach the two times table. Teachers also try different approaches to the same teaching point to reinforce the learning and sustain the interest of the pupils.
102. Another consistent feature of most lessons is the very good teaching of basic skills. Much of this teaching occurs during the mental and oral sessions and is enabling pupils to build up a 'tool box' of skills that allows them to tackle a wide range of more difficult problems as they move through the school.
103. Lessons are very well planned and prepared and build on work done previously. During the inspection, many plans were often adapted as a result of the teachers' assessments carried out during a previous lesson. A key feature of the better lessons was the teacher sharing the learning objectives with the children so that they had a clear understanding of the purpose of the lesson. The better teachers returned to the learning objectives at the end of the lesson to ascertain what progress had been made. The activities provided were very challenging and pupils responded well to the teachers' high expectations.
104. Pupils are encouraged to discuss their work with others to find common solutions and are always encouraged to share their way of working with the class. The teacher often used these explanations to praise a pupil or to make a teaching point. Teachers plan extension exercises for the early finishers and many pupils are keen to reach the point where they are able to do these extension activities. For example, in one Year 6 lesson when pupils were drawing shapes using coordinates the teacher had provided extension work on transformations using translations, reflections and rotations. Many pupils made sufficient progress to do this exercise and one boy was able to identify

the pattern in the coordinates as they were transformed. The teachers' good knowledge of mathematics is used very effectively in responding to pupils' questions with confidence that results in a better understanding and greater security in tackling problems.

105. Underpinning most of the lessons are the very good relations between teachers and children. Teachers know their pupils well and use this knowledge to set individual challenges for the pupils. They have successfully created an atmosphere where pupils feel free to try without fear of getting it wrong. In most classes teachers display very good class management skills, which allows the lessons to flow without interruption, and ensures the maximum learning time. In the one unsatisfactory lesson the teacher did not use such management skills and failed to deal effectively with misbehaviour. In most lessons the very positive feedback and use of time limits helps to encourage good intellectual effort where goals are achieved.
106. The management of this subject is good. The co-ordinator has done much to promote the subject and to improve standards. He is a knowledgeable and able teacher who has worked hard in analysing results, rewriting the policy and generally encouraging and supporting colleagues. He has monitored the teaching in other classes and has used the information gleaned to improve the teaching generally. There is clear evidence that his work has been instrumental in raising the standards of numeracy, together with the very good teaching combined with an excellent commitment by all teachers to raise standards

## **SCIENCE**

107. By the end of both infant and junior stages pupils' attainment is typical for their age. Teachers have worked hard at the infant stage in order to maintain the standards of the previous inspection, despite the school's need to focus on literacy and numeracy because of the low standards found just before the National Curriculum tests. In the junior stage, standards in science have improved since the previous inspection when in lessons they were below average and test results showed them to be well below average. At both stages standards are improving. A significant factor for the improving trends is the very good quality of teaching, which is mirrored in their very good learning.
108. By the end of the infant stage children make predictions and comparisons and understand the difference between fair and unfair results in their investigations. This was seen in Year 2 investigations into comparisons of the distance travelled by toy cars using ramps. Children in Year 2 understand about factors such as the use of vitamins, diet and cleanliness in healthy living. Most children draw clearly labelled diagrams to present their results. For example, in Year 1 work on the need of plants for water. Most children are beginning to understand the effects of gravity, although in Year 2 work on parachutes the lower achieving children's understanding of upthrust is

sometimes less clear. Most children understand the uses and dangers of electricity in every day life and higher achieving children write particularly clear descriptions and produce well-presented diagrams in their work on circuits. Children in Year 2 classify the properties of materials in tabular form and use charts to present their information on the effects of heat on materials. They interpret graphs about different kinds of fruit.

109. The school has made good use of its assessment procedures in identifying the need to improve children's skills in the presentation and interpretation of data. As a consequence of this, children generally extend their skills in this area of their work as they move through the school. For example, children in Year 3 produce block graphs in their work on shadows. In Year 5 children use multi-media, ICT and line graphs in their work on evaporation and condensation. By the time they leave school, most children have a thorough understanding of how to conduct fair tests. For example, in Year 6 children make accurate measurements and know how to use control and variables in their investigations into dissolving. However, throughout the school there is a lack of consistency in the presentation of work and this often inhibits the clarity with which they communicate their findings. The school is aware of the need to improve this aspect of its work.
110. As they move through the school most children develop a sound understanding of the differences between solids, liquids and gases. For example, in their investigations into the hardness of rocks, Year 5 children describe the molecular structure of these states. Most children have a clear understanding of electrical circuits. Higher achieving children in Year 6 clearly relate this in their accurately presented work on designs for burglar alarms. In their investigations into different surfaces Year 4 children show a secure understanding of friction, although the diagrams of the lower achieving children are generally less accurately drawn and less detailed. In their work on human skeletons, the children in Year 4 make predictions soundly based on scientific understanding
111. Overall, the quality of teaching is very good. Most teachers have very good subject knowledge. They explain this very carefully so that children increase their understanding, for example, of how humans are similar in some ways and different in others. In Year 6 the teacher's clearly explained understanding of plant growth is used to help children to dissect plants in order to find out about their structure. Teachers generally have high expectations and set work which challenges children to think hard and use their scientific knowledge. For example, in Year 4, children are challenged to use their previous knowledge of circuits in order to extend their understanding of how switches work. Teachers usually plan work that is suited to children's different stages of learning. For example, in Year 2 the teacher is careful to ensure that in work on human variation her questions are carefully framed according to children's different levels of understanding so that they are appropriately challenged to extend their understanding. In Year 3 more able children plan their own investigations

into light and plant growth and predict the outcomes, whilst lower achieving children describe the process.

112. Relationships are very good. This encourages children to become more confident in making suggestions and giving answers because they know that these will be respected and valued. For example, in Year 6 children increase their understanding of root growth during discussions with the teacher and peers and learn to collaborate very well in the dissection of plants and the use of slide viewers. Children behave very well and work hard and enthusiastically because relationships and teachers' control are very good and the teachers present their work in ways that sustain children's interest. For example, in Year 1 children behave and work well independently when producing a mind map on the sources and uses of sounds. During lessons teachers use the regular assessments of questions and observation effectively in clarifying and reinforcing children's learning. In a Year 5 class the teacher moved around the class, talking to children, explaining and suggesting how their investigations into the hardness of solids might be improved. Teachers mark children's work regularly and make comments which are supportive and guide children on the next steps to be taken. For example, in Year 6, pupils' understanding of how to conduct a fair test in investigating conditions necessary for healthy plant growth is enhanced by the carefully written comments of the teacher. Work is planned thoroughly so that children have a clear idea of what is expected during lessons. When they share learning objectives with children at the beginning of lessons, as in a Year 5 class working on testing for calcite, and then return to them at the end of the lesson, children gain a clearer understanding of their own learning and of what they need to do in order to improve.
113. The management of the subject is good. The co-ordinator is very knowledgeable. She works hard to organise the subject and to provide support for colleagues. However she does not yet have opportunities to monitor teaching and learning. She ensures that planning in the subject enables children to build securely on what has gone before and has a very clear idea of the direction to be taken by the subject in order to raise standards.

## **ART AND DESIGN**

114. Only one lesson of art was observed during the inspection period, but there is evidence from curricular planning, displays of pupils' work and photographs that progress is satisfactory throughout the school and pupils' attainment is in line with that typical for their age. Standards have improved in the junior classes because good work is being made of sketchbooks but more direct teaching of skills and techniques would improve standards further.
115. Analysis of the work of Year 1 pupils showed they were studying the work of various artists, such as Monet, Matisse and Van Gogh and had looked at the techniques used by those artists before creating their own work using

watercolours. Children had also used their skills with the computer in using 'textease' to recreate 'The Snail' by Matisse. By the end of Year 2 children are drawing fruit from observation, dissecting it and creating pattern work, looking at shape and form. By Year 3 pupils look at proportions in painting faces and people and study the work of William Morris as well as work with fabric paints.

116. As children move through the school, their representational pictures become increasingly recognisable. They pay more attention to the detail of their work and are becoming more conscious of the particular effect they are trying to achieve. A good example of this was seen in a Year 4 class who were using the work of Magritte and Kandinsky as stimulus in an attempt to interpret their dreams, using pastel as a medium. By Year 5 pupils are designing logos, creating paper sculptures and painstakingly decorating illuminated lettering. By the time the children are ready to leave the school they have opportunities to visit Paignton harbour and observe at first hand as they sketch seaside objects. These sketches, along with photographs, are brought back and the pupils produce detailed work in a range of mediums. Three-dimensional work, inspired by the paintings of Edourd Villerd and Rene Magritte, provides new meaning to their work about living rooms and results in good creative efforts. Sketchbooks are used effectively throughout the school and indicate pupils' progress.
117. Too few lessons were seen to make an overall judgement about the quality of teaching but in the one lesson seen it was satisfactory. Although the lesson was well planned and children understood what they had to do there was no direct teaching of the skills and techniques in using pastels. Outcomes were not as good as they might have been and a few pupils lost interest.
118. The subject is led by a co-ordinator who keeps an up-to-date curriculum file. There is a clear policy document and schemes of work provide good guidance for teachers. The management of the subject has some weakness because systems for monitoring standards and the teaching across the school are not yet in place.

## **DESIGN AND TECHNOLOGY**

119. Although the subject has not been a priority for development since the time of the last inspection, standards have been maintained. All groups of pupils make satisfactory progress across the school. Pupils at age seven and eleven achieve standards, which are typical for their age. Pupils are given opportunities to make products from a varied range of materials. This allows them to experience how different materials require different techniques in order to shape them or join them together. For example, they learn to use glue and card to join wooden components of a vehicle chassis and they cut and stitch fabrics to make money containers. Teachers' plans show that some of these making activities, such as developing a wallet in Year 3 or developing a biscuit for children aged 8 - 12 years in Year 5, involve careful consideration of the design process. Year 6 pupils design, make and evaluate simple controllable vehicles using a standard, battery-powered framework. Pupils in Year 2

successfully evaluate a range of scones before adding a 'secret' ingredient to their own recipes.

120. Designing a product to meet a specific purpose is developing well although there is not yet a consistent approach through the school. Sometimes, the pupils' experiences involve them all making a very similar item after demonstration and detailed instruction from the teacher. This helps to build their practical skills but does not always build their awareness of the importance of designing to a brief.
121. Not enough lessons were seen during the inspection to make an overall judgement about the quality of teaching in the infant classes but in the one lesson seen it was good. In the food technology lesson in Year 2, good teaching helped the pupils to use their knowledge from previous lessons to follow their recipe, making scones, which clearly fit the design task. They used tools well and worked effectively in small groups to produce a finished product. The scrutiny of pupils' work and teachers' planning indicates that teaching is at least satisfactory in the junior classes. In the few lessons observed in Years 5 and 6 two lessons were satisfactory and one was very good. The strongest work is in Year 5 where the teacher expects much of the pupils. They are required to undertake very careful evaluation of a wide range of products, working very consistently to their design specification. They learn the importance of planning, through following very focused, highly specified procedures to determine characteristics of individual products.
122. The management of the subject is satisfactory. The recently appointed co-ordinator has identified the need for design and technology to be more consistent throughout the school and a revised scheme of work is ready to be implemented at the start of the autumn term. The co-ordinator has not yet had the opportunity to monitor standards or teaching and learning through the school. There is no consistent way of recording what children have achieved. This makes it difficult for teachers to plan work that uses pupils' previous experience and achievements, making sure their designing, making and evaluating skills are systematically developed. This weakness hampers teachers' efforts to raise attainment.

## **GEOGRAPHY**

123. By Year 2 and Year 6 pupils' standards of achievement in geography are broadly typical of those found in most schools. For example, the younger pupils were following the exploits of Barnaby Bear as he 'travels' around the world. They make links with the places they travel to on holiday. This helps them become more aware of far away countries. They use a story about the fictitious Isle of Struay and the characters that live and work there as a way of exploring features of an island and begin to make comparisons with their own town. In Years 5 and 6 pupils confidently use the Internet to make informative booklets about rivers of the world and mountain ranges. They understand how rivers are formed and describe features of mountain regions. By the age of eleven, pupils have a good knowledge of local issues surrounding the Kingskerswell bypass development and the impact it will have on different interest groups. They formulate questions and, using a variety of strategies, argue the issues from different viewpoints.



124. Not enough lessons were seen during the inspection to make an overall judgement about the quality of teaching. However, the scrutiny of pupils' written work and teachers' planning indicates that teaching is at least satisfactory. In the one lesson seen teaching was good. The effective use of resources used in a Year 5 lesson helped pupils use a very good range of photographs to recognise the different stages of a river's development. They enjoyed the lively use of *Travis's Boat Journey* and were quick to use the correct vocabulary such as *tributary*, *ox bow*, *meander*, and *interlocking spur*. They successfully produced descriptive writing and a well-designed task made sure that pupils of all abilities achieved well. The written work of pupils in the junior stage showed a limited amount of work recorded at this point in the school year. The content is largely focused on facts about physical features and insufficient attention is paid to understanding why places are like they are, why they change or how they fit into a wider geographical context.
125. The management of geography has improved since the last inspection, as there was no coordinator in place at that time. The present co-ordinator has not, as yet, a clear over view of geography in the school because he has not yet had the opportunity to monitor many aspects of the subject. Resources are satisfactory but need to be developed to meet the range of demands of the subject. The latest curricular changes place a greater emphasis on developing geographical enquiry skills over the time pupils are in school. This needs to be systematically planned to make sure that pupils build on what they already know and extend their understanding. Weaknesses include a lack of assessment procedures for ensuring that pupils make good progress and procedures for monitoring the development of the full range of geographical skills in order to raise pupils' attainment.

## HISTORY

126. Since the last inspection, the school has maintained the standards of achievement in history for pupils aged seven. By Year 2 they are similar to those found in most schools. No judgement was made in the last inspection report on standards for pupils aged eleven. They are now similar to those found in most schools. There has been a recent improvement in the work in the infant classes, which has ensured that pupils are now making satisfactory progress. In Year 2 pupils find out about holidays in the past in their local area. They show sound understanding of the changes over time as they discuss clothes their grandparents wore 50 years ago and compare newspaper photographs of Dawlish. Progress in the junior classes is sound, overall. They make better progress when using sources such as a range of books, photographs, maps, paintings and artefacts to study particular topics. For example, in Year 6 pupils' study of a portrait of Queen Elizabeth helps them understand aspects of her character
127. Not enough history lessons were seen during the inspection to make an overall judgement about the quality of teaching. However, evidence from a scrutiny of pupils' work and teachers' planning indicates that teaching is at least satisfactory. In those lessons seen teaching was very good.
128. The very good teaching in a Year 2 lesson helped pupils to talk enthusiastically about the differences between the clothes worn on holiday 50 years ago and today. They responded very well to the lively and informative introduction to the lesson when the

teacher, dressed in fifties style clothing, unpacked her holiday suitcase. They enthusiastically continued their role of history detective using photographs to compare distinctive features of Dawlish and changes which have occurred over a period of time. A very good lesson in Year 6, taken by the subject co-ordinator, effectively helped pupils explore complex relationships and issues of power in the Court of Elizabeth I. They demonstrated a very good understanding as they discussed, and actively took on the roles of such characters as the Ambassador for Spain, Lord Cecil, Dudley, Queen Elizabeth and the Queen's servants, in preparation for the inquest into Dudley's wife's death. They convincingly argued their characters' views of what really happened when Dudley's wife died. However, work in pupils' books showed limited opportunities for extending their understanding of how particular events in history influence the present.

129. Management of history is satisfactory. As yet no monitoring of teaching takes place and assessment is limited to individual teachers evaluating each unit of work. Generally, the work in pupils' books does not reflect the two examples of very good teaching observed during the inspection. The lack of ongoing assessment through the school limits pupils' opportunities to systematically make progress in developing their understanding of events in history, how they impact on events today, as well as how historical events are represented from different view points. The school needs to develop procedures for monitoring the development of historical enquiry skills to improve pupils' understanding of the impact of historical events on present and future history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

130. It was possible to observe only one lesson of ICT in the classes of Year 1 and Year 2 but evidence from talking to pupils and teachers and from a scrutiny of work indicate that by Year 2 standards are at levels expected for seven year olds. The work of Year 1 children is typical for their age. This maintains the standards from the last inspection. In the junior classes standards are also in line with those expected and show some improvement since the last inspection.
131. By the age of seven pupils are able to enter and amend text in a word-processing program. They have the skill to merge text and pictures and generate graphs and tables. They understand how to use the computer to control an imaginary vehicle round a pre-determined path. Children have been taught to use an art program to draw pictures and to label drawings. By the age of eleven pupils have become very confident in using their ICT skills. They have the skills to use all the aspects of word-processing including checking spelling and cutting text to move it elsewhere. They experiment with the use of font types and size of print in order to make an impact upon the audience reading their work. They understand how to use the computer to model real life situations, when, for example, creating a model of their classroom in order to see if the room is as well organized as it might be. They make effective use of databases and spreadsheets to work out the solution to simple problems using a formula. All pupils have an e-mail address and are competent in sending and receiving e-mail, with older children helping younger

ones. When using the Internet for research in a number of different subjects, they have become very aware of the need to frame questions carefully. Pupils enjoy using a digital camera to capture and import images into their work. Although pupils have done some control work using the computer, this area and that concerned with sensing physical data are not yet fully developed. However the school is well aware of this and is already planning to extend these aspects.

132. Too few lessons were seen for an overall judgement about the quality of the teaching in Years 1 and 2 but in the one lesson seen it was good. The teaching of Years 3 to 6 ranged from satisfactory to very good but was good overall. There was one excellent lesson at Year 5. Teachers plan and prepare their lessons well. They share the learning objectives with pupils so they have a clear understanding of what they are expected to achieve during that session. In the best lessons the teachers' knowledge was used effectively. For example, the explanation of the task was related to a real life situation that gave more relevance to the learning. The teacher explained how the modelling exercise that the pupils were to do is used in creating new cars or designing a garden.
133. Teachers deploy support staff well and they have the knowledge and skills to help children solve any problems that might arise. Lessons are taken at a good pace to keep pupils interested and teachers are skilled in knowing when to give further input or to clarify some misunderstanding. This ensures that pupils continue to make good progress. Some time is left at the end of lessons, which the best teachers use to assess learning and allow pupils to share any problems they might have encountered.
134. The very good relationships that exist between teachers and pupils results in attitudes to the subject that are very good. They enjoy the activities and show good concentration and effort in their work. They willingly take turns and are prepared to discuss their work with each other and to help each other. They are very confident in using the computers and are able to speak confidently about their work.
135. The management of this subject is good. The co-ordinator is a very knowledgeable and able teacher who has done much to develop the subject. He has set up the ICT suite, which has made a considerable impact upon standards. He has ensured that hardware and software development runs hand in hand with staff training to ensure that staff are confident in their use. The co-ordinator has rewritten the scheme of work and policy and has ensured that there are sufficient programs to support the work in other subjects so that ICT is firmly established as a subject in its own right but is also able to support all the other subjects of the curriculum. The co-ordinator has established the school web site and ensured that all pupils have their own e-mail address and is using the Internet in making links with other schools. Provision for ICT has

improved considerably since the last inspection and there is a determination, a will and the skills and knowledge to improve it still further.

## MUSIC

136. Only one lesson of music was observed in the Year 1 and 2 classes, so evidence for standards in this subject at Key Stage 1 is limited. However, curricular planning and discussions with teachers and pupils shows that standards are at least typical of that expected for children of this age. In Years 3 to 6 standards are better than expected for the pupils' age. The quality of singing is of a high standard and the use of a specialist teacher in instrumental work has had a very positive impact on the standards in performance, particularly relating to the playing of marimbas and steel drums.
137. Younger children have been learning how to combine pulse and rhythm and although they can recall rhythmic patterns they sometimes find them very challenging to copy. In the one lesson seen the children sang familiar songs such as *Clap your Hands* to reinforce the use of pulse and rhythm working together. This they managed well but when they tried to use their feet to maintain the rhythm in the song *Choo Choo* they found it more difficult despite the good demonstration from the teacher and her support. The younger children are learning quickly because much of their learning is presented as games or in play situations and they persevere well to acquire skills.
138. At Year 4 children are consolidating the features of effective singing games and are learning to compose their own singing game for use with younger children. They have begun to learn how to change tempo and dynamics, particularly when linking two pieces together. By Year 5, pupils understand why in traditional written music on a stave the bass and treble clef are written together and they are beginning to learn how to notate a piece of music in both clefs. Children have responded well to this very high expectation and play their instruments with great skill and enthusiasm. Most children were seen to read notation in their manuscript books accurately. By the time they leave school, pupils have learned that pitched notes can be organised into a melodic phrase that is used as a starting point for a composition. They are beginning to learn how silence can be combined as a musical element within a piece of music. They understand that if silence is to be effective a good sense of rhythm is required. From Year 4 to Year 6 progress in this subject is very good and the instrumental playing is well above what is expected for this age.
139. Sessions on singing worship, that happen each week, are used effectively in extending children's musical knowledge and skills. Exercises to improve their singing is a usual part of the warm up and in the junior classes they make effective use of *The Angels' Song* to refine their breathing, projection and articulation, pitch and duration. Children identify staccato and legato and know when it is likely to be used. By Year 6 they are aware that in the few instances where staccato is used their diction needs to be clear. In contrast, the use of

another song, *Walk in the Light* had more “oomph” and presented greater challenge. Familiar songs, such as *Count your Blessings*, give children much enjoyment but when sung well, in a round and in parts, demonstrate how well children maintain the beat in their heads to avoid getting lost in the round. The singing is spiritually uplifting and contributes well to children’s spiritual and cultural development.

140. No overall judgement can be made about the quality of teaching for Years 1 and 2 but in the one lesson seen the teaching was good. The teachers’ good knowledge was used particularly effectively. The lesson was planned competently and resources used well to challenge children with the teacher expecting the best from them. Particularly good use was made of the teacher’s own voice. Greater use of her expertise could be made at this key stage where some teachers have less security in teaching the subject.
141. In Years 3 to 6 the teaching ranged from satisfactory to very good and one lesson was excellent. Overall, teaching is very good. At Year 3 the classes do not benefit from the input of the specialist teacher. Lessons are well planned and objectives for learning are clear but sometimes too much time is spent on such tasks as learning a song and interest is lost because the teacher follows the scheme of work too rigidly. Very good teamwork exists between the teachers of Years 4 to 6. The teachers have a good knowledge of the subject and work well with the music specialist. The teachers are enthusiastic and challenge and inspire children to do their best. The introduction of African instruments has proved an exciting initiative and, after only one year, children demonstrate a proficiency and skill in combining the elements of steel drums and marimbas to produce exciting sound and unusual compositions. It has done much to raise pupils’ awareness of a non-western culture. Within the school there are children with special educational needs whose behaviour is very difficult and challenging and has the power to disrupt classes if not handled well. Teachers have decided not to plan specifically for children with special educational needs but to make the lessons both interesting and exciting. In this they have succeeded because the inspirational nature of the work they plan keeps everyone fully involved and persevering to achieve success.
142. Overall, this subject is managed well but there is a weakness in that although time is made for specialist teaching there is no time allocated to monitor standards, teaching and learning at Years 1 and 2. The skills of a teacher at that stage are not being utilised at present and the co-ordinator is missing an opportunity to make effective use of the strengths of another colleague. Good advice and support is provided by the co-ordinator but some teachers still feel somewhat insecure about teaching the subject and plans are being put in place to deal with the problem.

## **PHYSICAL EDUCATION**

143. Only two lessons of physical education were seen at the infant stage, so evidence for standards at this stage is limited. However, curricular planning and discussions with teachers shows that standards are typical of that expected for children of this age. By the end of the junior stage standards are at least in line with that expected for the pupils' age which is an improvement. Discussions with teachers and scrutiny of planning and photographs of children's work, including swimming, indicate that the school meets the statutory requirements for teaching physical education. This too is an improvement on the findings of the previous inspection.
144. As they move through school children understand the need for warming up and cooling down at the beginning and end of lessons and know about the effects of exercise on the body. Most children in the infant stage increase their skills in balance and co-ordination. For example, in Year 1 children perform forward rolls efficiently and adapt their performance in dance to music. In Year 2, children's hand-eye co-ordination is extended in their ball catching activities and they learn to improve these in simple team games.
145. Children in the junior stage build on their previous experiences in dance in order to broaden their performance skills. For example, in their country dancing Year 3 children link the rhythm and patterns of their steps and very quickly memorise and perform sequences of dance. In Year 6 children understand the importance of technique in throwing foam javelins and begin to refine technique and increase the distance and accuracy of their throws. Children in Year 5 understand how running for different periods of time affects the body and learn how to pace themselves when running for various length of time.
146. The quality of teaching ranges from satisfactory to very good. Overall, it is very good. Teachers use their knowledge of the subject effectively in observing movement in order to improve children's performance. For example, in Year 1 the teacher shares with children her analysis of their performance and this helps them to identify appropriate starting and finishing points in order to improve their dance.
147. Relationships are very good, resulting in children having the confidence to try out new movements. In a Year 3 lesson children were eager to improve their dance routines because the teacher respects and values their efforts. The very good relationships between children lead to very effective collaboration - for example, in the pacing of their running in Year 5 and in the performing of synchronised movements in Year 1. Teachers generally control children very well so that their behaviour is usually very good and they sustain their vigorous activity. Children and equipment are generally organised efficiently so that lessons move at a brisk pace. However, the pace in some athletics lessons is slower because children do not have access to a sufficient number of javelins. Teachers plan their lessons very well and share lesson objectives with children. This gives them a clear idea of what is expected and helps them to reflect on the quality of their performance. For example, in Year 3 the teacher

shares the lesson objectives with children and explains the context of country dancing so that children are aware of mood and relate this well to their performance.

148. Teachers enhance the subject with satisfactory provision of extra-curricular sporting activities such as netball, football, fit kids and quick cricket. They also have opportunities to take part in inter-school competition in netball and football, where they achieve pleasing results.
149. The management of the subject is good. The co-ordinator works very hard to organise the subject and ensure that children's work builds securely on what has gone before. However, she does not have opportunities to monitor teaching and learning. She is very supportive of staff and has a very clear understanding of the direction to be taken by the subject in order to raise standards.

## **RELIGIOUS EDUCATION**

150. Few lessons were observed in religious education. It was possible to see only one lesson at Year 2 and four lessons at Years 3 to 6. However, there was sufficient evidence to judge that standards are typical for the age of the children and there are appropriate programmes in place to meet the requirements of the Devon Agreed Syllabus
151. Most children understand that the religious traditions of Britain are mainly Christian and they have a growing awareness of other principal religions such as Judaism and Islam. By the time they are seven, children have a good knowledge of aspects of the topic being studied and work is used well to support their personal development. For example, they can put their feelings in writing after visiting the local Parish church and describe how they felt inside the church. One child wrote a code of conduct for behaviour in church. Others talked about the way that the sound of the organ made them feel. Several children explained feelings of sorrow when they had visited the churchyard and one child remarked on the presence of God. Children have a good knowledge and understanding of the ceremonies associated with Christian worship such as weddings and the baptism of infants.
152. Pupils make satisfactory progress throughout the juniors. By the time they are 11 the children understand what a sacred text is, can recognise Christian symbols as well as talk about sacred signs and objects for other religions. They know that certain places are holy for some religions, like Amrit for Sikhs and Mecca for Muslims. They know the significance of special occasions such as Christmas, Easter, Advent and Divali. They show respect for the views and ways of life of others.

153. In the one lesson seen at Year 2 the teaching was very good. In the four lessons of the junior classes, two lessons were satisfactory, one was good and one was very good. Teachers plan their lessons well and in good lessons they share the clear objectives with pupils and make effective use of resources to help pupils learn. In the Year 2 lesson the teachers had worked together and involved the local vicar in their work. He proved to be a very good source of knowledge, providing clear explanations to children's questions and clarifying aspects in response to comments. In this lesson the teamwork was particularly good. In this lesson too the teachers made good use of children's literacy skills through discussion, reading of previous writing about the visit and in their descriptive writing. Good use of descriptive words and imaginative use of vocabulary was seen. For example, in describing the inside of the church as *musty* and giving a verbal explanation.
154. In a Year 3 lesson the teacher had carefully planned the work of those children who are withdrawn when topics relate to non-Christian religions. The work on Christian symbols was shared with the class and it was linked effectively to signs and symbols used in Islam which everyone else had studied. In one lesson at Year 5 pupils the teacher made good use of ICT to retrieve information from the Islamic web site when researching the importance of Ramadan. Although this lesson took place in the ICT suite, children realised that the lesson was using technology to extend their knowledge and understanding of Islam but was not an ICT lesson.
155. Discussion with pupils showed that they have good attitudes to the subject and demonstrate a respect and tolerance for the beliefs and ways of life of others that are different from their own.
156. Teachers' good relationships have resulted in pupils' attitudes in lessons that are always satisfactory and generally good. They are receptive, interested and attentive especially in lessons where they are challenged and made to think.
157. The subject co-ordinator has ensured that planning is developmental, has built up a good range of resources and makes effective use of the services of the local vicar. However, the role of the co-ordinator has not as yet been extended to take in the monitoring of teaching and learning or the scrutiny of work and this is a weakness in the management of the subject.