

# INSPECTION REPORT

## **WEMBURY PRIMARY SCHOOL**

Wembury, Plymouth

LEA area: Devon

Unique reference number: 113266

Headteacher: Mr D Fieldsend

Reporting inspector: Margaret Dickinson  
12373

Dates of inspection: 8 – 12 May 2000

Inspection number: 198338

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

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Knighton Road  
Wembury  
Plymouth  
Devon

Postcode: PL9 0EB

Telephone number: 01752 862459

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs C Chick

Date of previous inspection: 3 – 6 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Margaret Dickinson	Registered inspector	English	What sort of a school is it?
		Music	The schools' results and achievements
		Special educational needs	How well are pupils taught?
			How well is the school led and managed?
			What should the school do to improve further?
Glynis Tyrrell	Lay inspector		How well does the school care for its pupils?
			Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
Jennie Willcock-Bates	Team inspector	Mathematics	Assessment and monitoring of pupils' academic performance
		Religious Education	Staffing, accommodation and learning resources
		Art	Strategic use of resources, including finance
		Physical Education	
		Children under five	
John Wray	Team inspector	Equal Opportunities	
		Science	How good are the curricular and other opportunities offered to pupils?
		Information Technology	Pupils' spiritual, moral, social and cultural development
		Design and Technology	
		History	
		Geography	

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

Wembury Primary School is situated in the village of Wembury, near Plymouth. It is small in comparison with primary schools nationally, with 167 children on roll. At the time of the inspection, two pupils were from ethnic minority backgrounds; none spoke English as a second language. Pupils enter the school with broadly average levels of attainment, although some join with above average skills in language and literacy and in their personal and social development. 28 pupils are on the special educational needs register; the percentage of pupils on the register is below the national average. No pupil has a Statement of Special Educational Need.

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

Wembury Primary School is a successful school. Pupils' standards of work are good and they achieve well because of the effective teaching. The leadership and management of the school are good. The school gives good value for money.

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

- Teaching is consistently good across the school and this helps pupils to learn effectively and make good progress;
- Pupils attain good standards in many subjects, particularly in reading, writing, mental calculation, religious education, music and dance;
- Pupils' attitudes to their work, their relationships, behaviour and personal development are all very good. Pupils work hard, show interest and concentrate very well;
- The school is well led and managed and the governing body is highly effective;
- The school is very effective in promoting pupils' moral and social development;
- The school organises a very good range of extra-curricular clubs.

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

- Standards could be higher in science at the end of Key Stage 2, and in art at the end of both key stages;
- The school does not make the most of the information from national tests, assessments and the monitoring of pupils' work to analyse the strengths and weaknesses within each subject, so that it can improve standards further.

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

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

There has been substantial improvement since the last inspection, when the school was judged to have serious weaknesses. The governors, headteacher and senior staff have addressed all the key issues very well. Pupils are now making good progress overall. There has been particularly good improvement in the provision for children under five and the school's links with parents. Standards are much better in information technology and design and technology, although standards in art have fallen.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	B	C	D	well above average    A above average        B average                    C below average         D well below average    E
mathematics	A	B	C	C	
science	C	C	C	C	

Results have fluctuated at Key Stage 2, according to the differing ability levels of each year group. Over the last four years, English results have been above average and mathematics results have been well above average. Science has remained broadly average. Overall, the trend in the school's Key Stage 2 results over the last four years is in line with the national trend.

The results at Key Stage 1 have generally been better and results have improved over the last few years. In 1999, pupils' results were well above the national average in reading and writing and results in mathematics put the school into the top 5 per cent of schools nationally. Inspectors believe standards will be higher at Key Stage 2 once those pupils currently in Years 3, 4 and 5 move through to the end of Year 6.

Inspection findings show children generally exceed the expectations for children by the age of five. At the end of Key Stage 1, standards are above the expectations in English, mathematics and science. There are only twelve pupils in the current Year 6 group and several have special educational needs. However, English is above the expectations at the end of Key Stage 2 and pupils are working at the appropriate levels in mathematics and science. The school has set appropriate targets for literacy and numeracy and is on course to meet them. At the end of both key stages, standards exceed the expected levels in religious education, physical education and aspects of music. Standards are in line with what is expected in information technology, design and technology, geography and history.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and enthusiastic. They like their school.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved and courteous.
Personal development and relationships	Very good. Pupils enjoy taking responsibility. They work very well independently. Relationships are excellent.
Attendance	Very good.



## TEACHING AND LEARNING

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

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

The school has an effective team of teachers. Teaching is consistently good with 100 per cent of teaching being satisfactory or better and 37 per cent of lessons very good or excellent. The teaching of mathematics, including numeracy, is good. English teaching is very good indeed; the teaching of literacy is effective. In the majority of lessons, teachers are particularly skilful in how they relate to pupils and motivate them. This means pupils show a keen interest in their learning, they show high levels of motivation and concentrate hard. Pupils with special educational needs are well taught and they make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It is broad and balanced and very well planned. Literacy and numeracy are given appropriate emphasis. All statutory requirements are met.
Provision for pupils with special educational needs	Good. They are well supported. Provision is well organised. Teachers are very aware of individual pupils' targets. They plan appropriate work. Good provision is made for pupils who are identified as having particular ability in mathematics or English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual and cultural awareness. Pupils have good opportunities to learn about local culture and world cultures but less chance to develop their understanding of the variety of cultures within this country. Provision for pupils' moral and social development are very good.
How well the school cares for its pupils	Good. Pupils are well cared for. There are very good systems for encouraging good behaviour and attitudes. A good range of systems is in place for checking pupils' progress but many of these are fairly new and the school has not yet started to analyse the information and used it to identify aspects that need improving.

The school has fostered strong links with parents and has made a determined effort to rectify the weaknesses in the last report. Parents are highly supportive of the school and many come into school regularly to help. They receive a very good range of detailed, good quality information from the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy provide good leadership and are an effective team. Teachers responsible for leading subjects do this well. They have less of an impact upon identifying the strengths and weaknesses in standards in their subjects.
How well the governors fulfil their responsibilities	Governors are highly committed and make an outstanding contribution to the overall strategic management of the school.
The school's evaluation of its performance	Test results are carefully tracked by senior management and governors and compared with schools nationally and locally. They reflect critically on the work of the school and set appropriate targets for development.
The strategic use of resources	Good. The school makes efficient use of its resources. The budget is carefully planned and rigorously monitored. The school takes account of how it compares with other schools; it consults pupils and parents regularly. Administrative procedures are efficient.

The school has a satisfactory number of appropriately qualified and experienced staff. The accommodation and resources are both good. There is a very good range of computers to support pupils' learning. Resources for children under five are very good. The school has a limited range of reading books for older pupils who are independent, fluent readers.

## 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>Parents recognise the school has improved in many ways since the last inspection;</li> <li>Children like going to school and they make good progress;</li> <li>The teaching is good;</li> <li>The staff work well together as a team;</li> <li>Parents get good information on how their children are progressing and how they can help them at home;</li> <li>There is a very good range of clubs.</li> </ul>	<ul style="list-style-type: none"> <li>A minority of parents are not happy with the homework arrangements;</li> <li>A minority feels the school is not well led and managed.</li> </ul>

Inspection findings support the positive views of parents. The concerns listed above are not supported by inspection evidence. Inspectors judged the school to be effectively managed and the arrangements for homework are good.

## **PART B: COMMENTARY**

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

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

1. In the 1999 national tests at the end of Key Stage 1, pupils' results are well above average in reading and writing. Mathematics results are in the highest 5 per cent of schools nationally. When these are compared with schools where pupils come from similar backgrounds, they are well above average in reading and very high in both writing and mathematics. Pupils' performance in the tests over the last four years has been consistently high in writing and mathematics. Reading over the last four years is broadly in line with the national average. This is because reading results in 1999 were particularly good and better than in previous years. Boys generally do better than girls; this is against the national trend for reading and writing.
2. In the 1999 national tests at the end of Key Stage 2, pupils' results were broadly in line with the national averages for English, mathematics and science. In comparison with similar schools, they were broadly average in mathematics and science but below average in English. Results at Key Stage 2 have been more variable than those at Key Stage 1 and have reflected the differing ability levels of each year group. Nevertheless, when the results are analysed over a four-year period, English results are above the national average and mathematics results are well above average. The overall trend is one of improvement in English and mathematics. Science results have been broadly average for several years. Again, in general, boys perform better than girls in all three subjects. Nationally, girls attain better standards than boys in English but performance in the other two subjects is similar. Inspectors found no significant differences between the performance of boys and girls.
3. Overall, standards are good and pupils achieve well. Inspection findings show pupils' standards are above the expectations in English, mathematics and science at Key Stage 1 and pupils make good progress. The standards are not as high as the 1999 tests indicate. This is not because standards have fallen but because the current Year 2 group are not quite as able as the previous Year 2 group.
4. By the end of Key Stage 2, inspectors' judgements shows that pupils exceed the expectations, overall, in English but, in mathematics and science, standards are in line with what is expected by this age. This suggests a decline in standards and pupils' achievements, based on the overall picture of pupils' performance over the last four years. However, there are only 12 pupils in the current Year 6, which makes statistical comparisons unreliable. A substantial number of pupils in this year group is either currently on the register of special educational needs, or has been over the last two years. Another important factor that affects judgements about pupils' progress during Key Stage 2 is that half the pupils in Year 6 only joined the school within the last two years. The standards that pupils are already attaining in Years 3, 4 and 5 indicate that, by the time these pupils reach the end of Key Stage 2, their results will be at least above average. During Key Stage 2, pupils' rate of learning is good in English and mathematics. In science, pupils make good progress in the first three years of Key Stage 2 but their rate of learning dips in Year 6. This is mainly because the quality of the planning is not as good as earlier in the key stage and the teachers' expectations are not sufficiently high.
5. By the end of both key stages, standards exceed the expectations in religious

education, music and physical education. Pupils attain standards in line with their ages in information technology, design and technology, history and geography. The only subject where pupils do not reach the expected standards, or make sufficient progress, is art, otherwise pupils achieve well and make satisfactory and often good progress. Two reasons for pupils' good rate of learning as they move through the school are the good quality of teaching and the very positive attitudes of the pupils themselves. In English, mathematics and information technology in particular, teachers plan a variety of tasks that take into account the differing abilities of the pupils. This helps them to make good progress, whether they have special educational needs or are high attaining pupils. The school makes good provision for those pupils who have been identified as being particularly able, usually in aspects of English or mathematics. Teachers plan additional activities or make different arrangements for these pupils so that they work at an appropriately challenging level. For example, one particularly good reader has the opportunity, when appropriate, to work with older pupils on reading tasks.

6. The school has set suitably challenging targets for literacy and numeracy for the end of Key Stage 2 for 2000 and 2001. These are closely based on the information from the school's assessments and reflect accurately the differing ability levels of each year group.
7. The provision for the youngest children in the school has improved significantly since the last inspection. Children enter the school with broadly average levels of attainment and several come to the school with good language, literacy, personal and social skills. During their time in the reception class they make good progress and, by the time they reach five, they generally exceed the expectations for this age. In addition, many are already working within the early stages of Key Stage 1 in reading. However, some pupils, are being expected to work at this level too soon.
8. Pupils in Key Stage 1 do well in all aspects of English and make good progress. They enjoy reading their books and talk confidently about them. They have a good knowledge of sounds and use this to tackle unfamiliar words. Some are being pushed too quickly through the reading levels. They struggle to read some of the words and even if they do manage these in the end, the sophistication of the language is beyond their maturity and level of understanding. Pupils in Key Stage 1 write regularly, for a range of purposes. This is an improvement since the last inspection. When writing, many use complete sentences and spell simple, common words correctly. Pupils speak well and often use good vocabulary and this often helps them to produce good written work.
9. Reading standards are above average by the end of Key Stage 2. The majority of pupils read at least at the expected level. They show a keen interest in books, talk about their favourite authors and express their preferences, often referring to particular books or sections of text to support their views. Standards in writing meet the expectations for this age but no pupils are working at the higher level. One or two pupils use some imaginative phrases to draw in the reader. For example, 'There was a problem, and who caused it? Death himself as I understand.' Some pupils vary their sentence structure but several use predictable phrases and vocabulary rather than considering more interesting alternatives. However, considering the number of pupils in this year group with special educational needs, pupils are making good progress.
10. Pupils in Year 2 exceed the expected levels in their numeracy skills. They work out pairs of numbers that add up to 20 and relate what they know about patterns of 10 to patterns of 20. Many know the difference between odd and even numbers and several

know the 5 and 10 times tables. Higher attaining pupils add two digit numbers accurately. Pupils have regular opportunities to practise their numeracy skills in subjects such as design and technology and science. By Year 5, standards are good, and many pupils are already working at the levels expected of Year 6 pupils. Pupils in Year 6 make good progress, in relation to their abilities, and are working at the appropriate levels for their age. They are gaining an understanding of place value in relation to positive and negative numbers and use a range of strategies when working out number problems.

11. Standards have improved significantly in design and technology and information technology since the last inspection and, in both subjects, pupils are working at the expected levels by the end of each key stage. More pupils are now attaining the higher levels in reading, writing and mathematics by the end of Key Stage 1. Pupils are making better progress as they move through the school than they did at the last inspection, when progress in several subjects was judged to be unsatisfactory or inconsistent. Standards in history, geography are in line with what is expected by the end of both key stages and pupils' achievement is satisfactory. In religious education, pupils do well, and exceed the requirements of the Locally Agreed Syllabus at the end of both key stages. Pupils' standards in physical education and aspects of music are above the expectations and this is often the result of very good teaching in these subjects. The teaching of dance is very effective and pupils' standards are particularly good. However, in art, standards are much weaker and pupils' progress is unsatisfactory overall. This is due to the lack of guidance for teachers on what to expect at each age and the absence of a scheme of work that establishes the skills that pupils will develop as they move through the school.

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

12. Pupils are eager to come to school and quickly become involved in the day's activities. They move around school calmly and with a sense of purpose. They enjoy discussing and showing their work and they are happy to talk about all aspects of school life. In lessons they are interested and keen to work, concentrating well and often asking perceptive questions. Pupils' positive attitudes to work are evident from the reception class upwards and develop into particularly mature attitudes by the time pupils reach Years 5 and 6. Pupils are enthusiastic about extra-curricular activities and proud of the school's achievements.
13. Behaviour is overall very good. Pupils behave very well in lessons and this is clearly a factor in the good progress that they make. Pupils understand and appreciate acceptable standards of behaviour and they have contributed to the school's code of conduct. Behaviour is good in the playground and at lunchtimes. Pupils are very polite to visitors, often standing aside to let adults pass and opening doors for them. There have been no exclusions during the past year.
14. Pupils work well independently, as well as in groups, and they are happy to help each other. They enjoy taking responsibility, when given opportunities to help around school and are especially eager to represent their class on the recently formed School Council. Older pupils are sometimes given the responsibility of looking after younger pupils and they are confident in showing visitors around school.
15. Relationships at the school are excellent. The overall atmosphere of the school is that of a happy and secure community, with everyone, including pupils, working very purposefully as a team. Pupils respect their teachers and other adults and appreciate

their encouragement and praise. During discussions in lessons they show an understanding of the feelings and opinions of others. There is very little evidence of bullying and any minor incidents brought to the attention of staff are very quickly dealt with.

16. Pupils' attitudes to work and their behaviour were judged to be good at the time of the last inspection. The school has improved standards in this area. The vast majority of parents who have completed questionnaires, or who attended the meeting prior to the inspection, feel that behaviour in school is good.
17. Attendance levels at the school are very good and have been consistently high over the past few years. The level of unauthorised absences is below national averages. Pupils arrive punctually for school.

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

18. The quality of teaching is consistently good throughout the school. This applies to all subjects where there was sufficient evidence to make an overall judgement on teaching. The teaching of mathematics is good and the teaching of English is very good, in fact the teaching of literacy is a particular strength. Over a third of teaching is very good or excellent. No unsatisfactory teaching was observed during the inspection. The quality of teaching has improved substantially since the last inspection. The school has worked hard on improving the teaching and learning in the school. New selection procedures for staff have been established, whereby applicants are observed teaching. Once in post, teachers are observed regularly and staff training has focused on what constitutes effective teaching and learning. All these factors have been successful and have created a strong team of teachers, who reflect on their practice, share ideas and develop their skills. Consequently this leads to some very effective learning for pupils, who work hard, achieve well, and generally make good progress.
19. Children under five are taught well. The teacher captures the children's interest and, as a result, they are keen and eager to learn. The teacher, nursery nurse and classroom assistant value the children's contributions; they encourage the children to be observant and to express themselves. The teacher plans effective activities that motivate and interest the children. For example, she uses role-play skilfully to enable the children to apply the mathematical skills they have just been learning. On occasions, the teaching of literacy is too challenging for the youngest pupils and this results in their losing interest and concentration. Some children are moving on to the next level of reading books too early, without consolidating and broadening their reading experience within the previous level.
20. Literacy lessons are very well planned. The teachers follow the requirements of the National Literacy Strategy effectively. Different activities are planned for pupils of differing abilities and these are suitably challenging. For example, in one lesson, lower attaining pupils were given a specially produced sheet to help them organise their writing, whilst higher attaining pupils were expected to structure their own writing in a more open-ended way. These different tasks helped all pupils, regardless of their ability, to achieve well and make very good progress. The teaching of numeracy is good. Again, lessons are well planned and organised. Mental calculation sessions are successful. They help pupils to develop their confidence and speed in working mentally with numbers and pupils enjoy them. Homework is used well in English and mathematics, to complement and develop what pupils cover in their lessons. Teachers in Key Stage 1 use pupils' reading diaries effectively to track pupils' progress and to

involve parents in their child's reading.

21. Pupils with special educational needs are taught well. Teachers are highly aware of pupils' individual targets and take these into account. For example, in one lesson, pupils had a separate card with their key words written on it. These were readily available and the pupils knew how they were to use them. Classroom assistants support these pupils well. There are close and effective links between teachers and the special educational needs co-ordinator; they work closely together as a team to ensure that teaching is pitched at the correct level for these children. This means these pupils work productively and make good progress.
22. Teachers have good subject knowledge and in some cases, it is very good. For example, in a lesson on 'Midsummer Night's Dream' the teacher used good technical language to examine how Shakespeare created atmosphere. As a result, the pupils used exciting, descriptive words themselves to express their ideas. In a science lesson on classifying materials, the teacher used her knowledge to make sure the pupils learned important terms, such as 'absorbent', 'flexible' and 'compressed'. In an outstanding dance lesson, the teacher encouraged the pupils to think imaginatively about the quality of their movements, using words such as 'sharp' and 'creeping', and demonstrating herself to inspire and motivate them to work hard. However, in another physical education lesson, the warm-up session was not physically demanding enough for the pupils to prepare them adequately for the lesson ahead.
23. Teachers use a good range of questioning techniques. Sometimes they use these to cajole the pupils, such as in a lesson where the pupils were unresponsive, following an active dance lesson. At other times, teachers use questions well to improve or extend pupils' initial ideas, challenge their thinking or check they have understood. In a successful music lesson, the teacher asked questions which encouraged the pupils to listen intently, such as, 'Was the melody the same both times?' In another lesson, where pupils were using their senses to sort materials, the teacher's good questions encouraged the pupils to express their ideas and this had a positive impact upon developing their vocabulary.
24. Teachers manage pupils very effectively and foster very good relationships. This is a particularly strong feature of the teaching in the reception class and in Key Stage 2. Teachers expect pupils to listen, contribute and work to the best of their abilities. Many teachers use plenary sessions well to reinforce the main teaching points, find out how far the pupils have come that lesson and, on occasions, tell them what the next stage is going to be. In one very good lesson, the teacher had identified several pupils who had produced good work during their independent writing session. She focused on these examples effectively during the final part of the lesson to encourage other pupils to aspire to the same standards. All pupils clearly benefited from this lesson in terms of developing their writing skills.
25. The quality of the teachers' planning is good. Teachers are clear about what they want the pupils to learn and they organise interesting activities and use a good range of teaching strategies. For example, in a successful geography lesson, the teacher used photographs as a starting point to make deductions about the country. Pupils brainstormed and shared ideas, which developed their thinking, as well as their social skills. In a very successful numeracy lesson, the teacher made very good use of pupils to demonstrate their ideas for solving problems. Very occasionally, the teachers' expectations are too high. For example, the use of terms such as 'alliteration' and 'onomatopoeia' in a Year 2 literacy lesson was beyond the understanding of the pupils

and their involvement and interest in the lesson waned. However, the scrutiny of pupils' work shows that teachers' expectations are not always high enough in science in Year 6 and, as a consequence, pupils do not make such good progress.

26. The quality of teachers' marking is usually good. They add comments to pupils' work to indicate what they have done well and in many cases give them information on how they could improve their work. Occasionally, pupils work is not marked. This occurred in some of the science work in Year 6. A good feature of marking is the setting of individual targets for pupils, in writing for example, where pupils are given helpful tips on how they need to improve their standards.

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

27. The school provides a good, broad and balanced curriculum, which meets the requirements of all the subjects of the National Curriculum and religious education. There is good provision for pupils to learn personal and social skills, both through carefully planned lessons and by the examples set by adults. Pupils receive an appropriate health education programme and the recent formation of a school council has ensured pupils can bring up any areas of concern for their particular year group. There is a good sex and drugs awareness education programme for pupils in Year 6 that involves both the teachers and the school nurse.
28. Literacy and numeracy are given appropriate emphasis and both national strategies for these have been implemented well. Information technology is given great prominence and is used effectively across the curriculum. This is a really significant improvement since the last inspection. The quality and provision for design technology has also improved. The time allocated to almost all subjects is appropriate, with 'blocked' time being used effectively for design technology, geography and history. The school has made good use of special event days and weeks that successfully highlight particular curriculum areas, science and music being good examples.
29. Curriculum planning is a strength. There is a systematic approach used throughout the school for both long and medium term planning. Each co-ordinator monitors the relevant plans for each half term and the teachers' weekly plans are comprehensive. The only weakness is in art, where the lack of planning and guidance means that pupils do not acquire skills in art in a planned way as they move through the school. The planning in numeracy and literacy takes the needs of pupils' differing abilities into account, but this is not always the case in other subjects. There is a very good range of extra curricular activities, which represents an improvement since the last inspection. Teachers, parents and other friends of the school give of their time freely. Activities include music, sport and pottery, chess and swimming. There are annual visits to Pixies Holt at Dartmeet for Year 6 pupils, whilst Year 5 pupils visit the Mountbatten Outdoor Activities Centre. This very good provision allows to pupils to develop and extend their physical, geographical and scientific skills and appreciate environmental issues.
30. The school provides well for pupils, regardless of both gender and background. The curriculum is open to all. Pupils with special educational needs are given full access to the curriculum as well as receiving additional support, particularly related to literacy. The Special Needs Co-ordinator works closely with teachers to ensure pupils receive an appropriate curriculum. Pupils' individual targets are well known by teachers and they plan work at the correct level and prepare suitable resources, where necessary. This contributes significantly to the overall good progress that these pupils make in relation to their prior attainment.



31. The school has good links with the local community and events at the school are supported and appreciated. For example, the school was the focal point for a community torchlight procession to commemorate the millennium, involving over a thousand local people. There are close links with local churches: a local church minister visited the school during the inspection, when pupils focused on particular aspects of the Christian church. Pupils take part in local festivals and sporting events. They also have opportunities to attend events at local secondary schools. The school enjoys a close relationship with the local pre-school and had strong links with other local schools through the Academic Council.
32. There are good numbers of visitors to the school and many parents help in school. The school has taken advantage of the local twinning association to offer older pupils the opportunity of a residential visit to Brittany and there is the opportunity for pupils of all ages to learn French at an after school club. Pupils in Years 5 and 6 have started to communicate with pupils in Australia, via the Internet. However at present links with the wider community are somewhat limited and could be further extended to enhance pupils' knowledge of other cultures and communities.
33. The school makes very good provision for pupils' spiritual, moral, social and cultural development overall. Provision for spiritual development is now good. High priority has been placed on developing this aspect of the curriculum and there has been a significant improvement since the last inspection when it was identified as a weakness.
34. The school offers a range of experiences that allow pupils to consider the spiritual aspects of their lives. These are sometimes planned but many arise incidentally. For example, in a music lesson, the pupils experienced joy and delight when dropping their voices to whisper in a rhythmic chant and reflected sensitively when responding to the mood of Pachelbel's Canon. On another occasion, pupils reflected sensitively about the importance of special places which had a particular relevance for them. Assemblies also provide occasions for planned spirituality. They are often well led and some of the prayers read by the pupils encourage spiritual moments. Assemblies meet the statutory requirements.
35. The school develops pupils' moral and social development with great success, which is an improvement since the last inspection. Staff provide pupils with very good guidance about right and wrong. School and class rules are well known to all the pupils and frequently discussed at school council meetings. Success is highlighted on a regular basis in assemblies and non teaching staff also take an active part in the moral and social development of the pupils on these occasions. Pupils have regular opportunities to work with others, on group tasks and the school gives pupils the chance to take on responsibility.
36. Cultural provision is good and previous standards have been maintained. Pupils learn about some world cultures, for example, through comparing life in India with our own and through learning about other faiths in religious education. The use of music and art also contributes to this aspect. However, a minor weakness is the lack of opportunity for pupils to develop their awareness of the variety of cultures and traditions evident within the United Kingdom.

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

37. Personal support for pupils is very good. Both teaching and non-teaching staff know pupils well and take steps to ensure that they are safe and happy at school. This has a

beneficial effect upon pupils' learning and their positive attitudes to school. The vast majority of parents who responded to the questionnaire state that their children enjoy coming to school.

38. The school takes a responsible attitude to matters of health and safety. There are regular fire drills and suitable arrangements are in place to examine and maintain emergency equipment. Accident books are completed and appropriate risk assessment tours carried out. The school site is clean and tidy and school buildings and grounds are efficiently maintained.
39. The headteacher is the designated person with special responsibility for child protection issues. He has received training in this area and liaises closely with the appropriate outside agencies. At the time of the last inspection it was noted that some members of staff were not completely clear about the correct procedures to be followed. It is now evident that the school has made sure that staff are kept well-informed and newly-qualified teachers are aware of procedures.
40. Attendance registers are completed correctly and the school now has a computerised system to ensure that attendance figures are monitored efficiently. The school promotes the importance of high levels of attendance well and actively discourages parents from taking family holidays during term time as part of its efforts to maintain its high attendance figures.
41. Procedures to promote good behaviour are very good and are working well and consistently across the school. Pupils on the school council have been involved in drawing up a new code of conduct and pupils have also been included in the adoption of a new school motto. There is a well-recognised system of rewards, including those awarded by mealtime assistants. Particularly valuable among the latter are awards for persistent good behaviour and helpfulness. The vast majority of parents feel that the school is helping their children to become mature and responsible.
42. The procedures for monitoring the pupils' academic progress and personal development are good overall. This marks a significant improvement since the previous inspection. The school maintains careful records of the pupils' achievements and Individual Education Plans are very effectively used to monitor the progress of pupils' with special educational needs and to guide teaching. There is a broad range of assessment procedures, particularly in English and mathematics, including national tests, non-statutory tests and termly assessments. Assessment in other subjects is more informal and based on scrutiny of pupils' work. Procedures are well organised but at an early stage of development. The school sets appropriately challenging targets for the pupils but the information is not rigorously analysed by the co-ordinators across the school to judge trends, and specific strengths and weaknesses within subjects. Consequently, the school's assessments systems are not yet having a full impact on pupils' standards and their overall achievement.
43. The procedures for monitoring personal development are informal and the responsibility of individual teachers. Teachers use their knowledge of the pupils effectively to ensure that they develop their individual skills and qualities. Whole school agreement about how the pupils' personal development will be monitored and recorded has been appropriately identified as a future target for the school.

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

44. At the time of the last inspection it was noted that the relationship between the management of the school and a significant minority of parents was fragile. The school has been working extremely hard to rectify this and deserves credit for the success it has achieved in this area. There are now very good links between parents and the school. Parents are appreciative of the hard work carried out by the Communications Group, set up after the last inspection, and many now feel that communication with parents is excellent. Parents now feel that they receive good information on the curriculum being covered and about their children's progress. They are happy with the progress being made by their children and with the school's expectations of hard work and high standards of achievement. Most parents are also happy with levels and quality of homework.
45. The amount and quality of information for parents is now judged to be very good. There is an informative prospectus and the governors' annual report to parents also gives clear information about the school. There is extensive information about the work being covered in each year and the school has provided presentations on certain aspects of the curriculum, such as the literacy and numeracy programmes. The school's annual reports for parents contain sufficient information on each subject and there are opportunities for written comments by both pupils and parents. Most reports contain targets for improvement for the core subjects of the curriculum and the best reports also contain targets for foundation subjects. There are opportunities for parents to meet with staff formally three times during the year and the vast majority of parents who responded to the parents' questionnaire feel that they can approach teachers informally at any time.
46. Overall, parents make a very good contribution to their children's learning. There are good levels of parental help in the classroom and in support of extra-curricular activities. There is a good number of dedicated and well-informed parent governors, who have played an important part in helping to improve communications with parents generally. The parent-teachers' association works hard to arrange social events, which are popular and well-supported, and these have raised valuable funds for the school.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

47. The leadership and management of the school are good. This reflects a marked improvement since the last inspection, when these aspects were judged to be a serious weakness. The headteacher and deputy headteacher work effectively together and both are clearly committed to improving the standards and the quality of the curriculum. For example, there have been marked improvements in the provision for children under five, and standards in design and technology and information technology: all of which were identified as weaknesses at the time of the last inspection.
48. The governors, headteacher and deputy headteacher have established a culture wherein members of staff are willing to reflect critically on their practice and are keen to debate aspects which might be improved. There is a very strong sense of teamwork in the school and staff morale is high. This means there is a purposeful and supportive ethos, which permeates the school and has a positive effect upon pupils' attitudes and behaviour. The school's aims, which have been revised since the last inspection, are reflected strongly in the everyday work of the school.
49. There has been marked improvement in many areas since the last inspection. The

governors and members of the senior management team have focused sharply on the weaknesses identified in the last report and these have been addressed systematically. Much has been achieved in a short time. A series of well-targeted action plans has underpinned the improvements. These have been regularly reviewed and modified, and have taken careful account of internal and external monitoring.

50. The governing body is highly effective in fulfilling its responsibilities. Governors have a detailed knowledge of important aspects of the school's work, such as the financial management, the quality of teaching and the curriculum provision. They have an energetic and dynamic influence on the strategic direction the school takes and are fully involved in setting priorities for development and improvement. They have clear procedures through which they can hold the school accountable and monitor standards. They work effectively with co-ordinators and they establish a clear focus when they visit to observe the school at work. For example, one governor looked specifically at how higher attaining pupils were performing in literacy. This was a particularly pertinent focus because this aspect of the school's provision was criticised at the last inspection.
51. Teachers who are responsible for particular subjects provide good leadership. Most of them have a good overview of how the subject is taught across the school; this applies in particular to literacy and numeracy. The special educational needs co-ordinator provides effective leadership. There is a very good policy for special educational needs and the co-ordinator works hard to ensure that these pupils receive an education that is appropriate to their needs and that they make good progress.
52. There are good systems in place for monitoring and evaluating how well the school is doing. However, there is not yet enough emphasis on identifying specific strengths and weaknesses related to the different aspects of each subject, in order to raise standards further. For example, the co-ordinators' reports, arising from their scrutiny of pupils' work, give only very general detail about the standards pupils are attaining and their overall progress; some provide no information on these aspects at all. The school now has a good system for tracking pupils' attainment in English and mathematics, in relation to National Curriculum levels but this is not yet used fully to analyse individual pupils' progress, or overall trends and anomalies.
53. The school has an appropriate number of well-qualified and experienced teachers and other staff to meet the demands of the curriculum. They share a common purpose and have taken considerable steps to make their work more effective. This marks a significant improvement since the previous inspection. There have been several changes of staff and the induction procedures are highly effective. The newly qualified teachers are especially well supported and this enables them to use their developing skills very effectively. Staff are regularly appraised and targets set.
54. The accommodation is good and is very well used to meet the demands of the curriculum. Specialist facilities in the computer suite and the library have a significant impact on the pupils' learning. The attractive school site is well used to support the pupils' learning. The learning environment within the school and the classrooms has greatly improved since the previous inspection and much is done to celebrate the pupils' work and efforts through interesting, good quality displays.
55. Resources are good and meet the demands of the curriculum. The school has significantly improved the quality, range and accessibility of resources since the previous inspection. For example, the resources for the children under five are now very good. A very good range of computers enhances the pupils' learning in information

communication technology. Although there is an effective range of books and materials for English there are still not enough books to enable older, independent and fluent readers sufficient choice in order to broaden their reading.

56. The school makes efficient use of its strategic resources. Specific grants and additional funding are effectively linked to specific projects and have a positive impact on the standards achieved. Through careful planning and rigorous monitoring the budget is no longer in deficit and this is a significant improvement since the previous inspection. Financial planning and control are now good and new technology is used very successfully to set and manage the budget, enabling the headteacher and governing body to monitor spending carefully. The governing body is now fully informed and fulfils its financial responsibilities very well. The finance committee has a clear idea of how the spending links to educational priorities. Governors take careful account of the principles of best value, for example by consulting parents on particular initiatives, and comparing the schools' results with other schools, locally and nationally. Administrative procedures are efficient and provide very effective support for the headteacher, who has a significant teaching commitment.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to improve the effectiveness of the school further, the governors, headteacher and senior management team should:

**(1) Raise standards in science at Key Stage 2 by:**

- Increasing the teachers' expectations of what pupils should be achieving by the end of the key stage;
- Improve the planning for science in Year 6 so that it clearly indicates what pupils should learn;
- Increasing opportunities for pupils in Key Stage 2 to develop their own experimental and investigative skills;
- Improve the consistency of marking.

(Paragraphs: 4, 26, 79, 82)

**(2) Raise standards in art throughout the school, by:**

- Devising a scheme of work that helps teachers to plan how pupils' skills in drawing and painting, in particular, can be developed as they move through the school;
- Raising teachers' expectations about the quality of work pupils should be producing by the end of each key stage.

(Paragraphs 11, 86, 87)

**(3) Identify areas where standards in subjects can be further improved, by:**

- Making more effective use of national tests and the schools' own assessment information to analyse the strengths and weaknesses within different aspects of each subject and the trends in pupils' progress over time;
- Ensuring information from the monitoring of teaching and from co-ordinators' scrutiny of pupils' work provides more detail on pupils' standards and progress.

(Paragraphs 42, 52, 71, 78)

The following minor weaknesses should also be considered for inclusion in the governing body's action plan:

- Some pupils are expected to progress too quickly through the reading scheme, so that the texts are beyond their levels of understanding and maturity;(Paragraphs 8, 70)
- Pupils have limited opportunities to develop their awareness of the diverse cultures present within this country; (Paragraph 36)
- Children under five are being assessed against National Curriculum levels too early and teaching is occasionally pitched at too high a level for their stage of understanding. (Paragraph 60)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	31	44	17	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	167
Number of full-time pupils eligible for free school meals	8
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	28
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	3.82
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	8	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	8	8	8
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (85)	100 (86)
	National	82 (74)	83 (80)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	8	8	8
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100 (91)	100 (90)	100 (85)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	23	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	17	15	18
	Total	26	25	29
Percentage of pupils at NC level 4 or above	School	74 (88)	72 (76)	83 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	19	18	18
	Total	29	28	28
Percentage of pupils at NC level 4 or above	School	83 (73)	80 (70)	80 (64)
	National	68 (65)	69 (64)	75 (71)

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	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	139
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.9
Number of pupils per qualified teacher	24.2
Average class size	27.8

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

Total number of education support staff	4
Total aggregate hours worked per week	40

### ***Financial information***

Financial year	1998 - 1999
	£
Total income	302,173
Total expenditure	293,306
Expenditure per pupil	1716
Balance brought forward from previous year	-4796
Balance carried forward to next year	4071

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	94

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	1	1	0
My child is making good progress in school.	54	41	2	1	1
Behaviour in the school is good.	39	55	2	1	2
My child gets the right amount of work to do at home.	35	53	11	0	1
The teaching is good.	54	39	1	1	4
I am kept well informed about how my child is getting on.	59	34	4	1	2
I would feel comfortable about approaching the school with questions or a problem.	69	31	0	0	0
The school expects my child to work hard and achieve his or her best.	55	43	1	1	0
The school works closely with parents.	45	48	4	1	1
The school is well led and managed.	33	49	12	1	5
The school is helping my child become mature and responsible.	44	51	5	0	0
The school provides an interesting range of activities outside lessons.	40	45	6	2	6

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

58. Overall the attainment of children under five in the foundation class is above expectations by the age of five. They are all on course to meet the Desirable Learning Outcomes for five year olds and many are already working within the early stages of the National Curriculum Programmes of Study for Key Stage 1. Their attainment on entry to school is at least average and several are above average in their personal development, language and literacy and creative development. Some children come into school with well-developed reading and writing skills. Nearly all the children have some pre-school experience, either in the local play group or in one of the private nursery schools or classes. Children settle quickly into school and make very good progress because they are taught well. There has been a significant improvement in the quality of teaching and the provision for children under five years old in all areas of learning since the previous inspection. The children are well prepared for the National Curriculum at Key Stage 1.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

59. The teacher provides a very good role model for the pupils. Consequently, the children are keen and eager to learn. They tackle their work enthusiastically and make good efforts to complete the exciting tasks planned for them. The teacher, learning support assistant and nursery nurse all value the children's contributions. At every opportunity, good effort is praised and, as a result, the children are confident to tackle even complex and challenging work. Their behaviour is always very good and they work and play happily together, sharing equipment and ideas and taking turns. For example, in the 'Bean Shop' the children organise what each of them will do and wait patiently for their turn with a favourite dressing-up outfit or toy. They wait quietly to go into the hall for assembly or physical education. The children form very good relationships with the adults who work with them. They have a clear idea about what is right and what is wrong and are quick to note when a particular behaviour is not fair. The children undress and dress quickly for dance and physical education and use the good range and quality of resources sensibly and with great enjoyment. They are developing a sensitive respect for the different needs, cultures and beliefs of others. Nearly all children are on course to exceed the recommended outcomes for five-year-olds.

### **LANGUAGE AND LITERACY**

60. Overall standards in language and literacy are above average and the children make good progress in learning to read and write. Teaching is good and, as a result, the majority are on course to exceed the desirable learning outcomes for five-year-olds. The children listen attentively to stories and are eager to talk about the characters in books and predict what they think will happen next. They are keen to discuss their work and use language effectively to create roles in the 'Bean Shop'. The most able pupils already use letter sounds to read and are working within the early levels of the National Curriculum for reading. There are times however, when teaching is too challenging for the youngest pupils and this results in their not being involved. For example, in a literacy lesson looking for rhyming words in a text, the questions were directed at older more able pupils and, while it was successfully challenging for them, others lost

concentration and interest. In some cases children are not sufficiently consolidating what they have learned before moving on to the next reading book. Parents are very supportive and help their child at home but there is, at times, too much pressure on children to progress through their reading books without pausing to enjoy a broader range of books on the same level. Standards in writing are generally good. Most pupils hold a pencil effectively and write recognisable words. They are beginning to write their names correctly and know that names start with capital letters. Many sound out letters as they write. A small number of very able pupils are already writing in sentences using punctuation. . Because they are given good quality writing experiences, children make good progress in writing.

## **MATHEMATICAL DEVELOPMENT**

61. The children's mathematical development is sound and they are on course to reach the recommended outcomes by the time they are five. The teacher plans effective activities to motivate and interest the children and carefully organises role-play to enable the children to apply the mathematics they learn. For example, most count to ten easily and recognise numerals 1 to 9 and children use language such as 'more than' or 'less than' when counting out the beans in the shop. They count out drinks at snack time in the café. They count in fives up to twenty and some of the more able children count confidently up to 100. The children recognise and copy simple patterns and, in response to a request from the giant for a bigger square of carpet to sit on, nearly all the pupils recognised the square. They added squares to a square shape to enlarge it and knew that the shape was getting bigger. The highest attaining children recognised when the shape they created was no longer a square but a rectangle. They could describe the properties of a square and had great fun making a bigger and bigger square carpet for the giant.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

62. The children's knowledge and understanding of the world is satisfactory and they are on course to achieve the recommended learning outcomes by the end of the reception year. They make good progress and learn effectively because of their natural inquisitiveness and the way that the teacher captures their interest. Teaching is very good and, as a result, the children reach a good standard of investigation and exploration. They are well aware of the use of computers and are developing their control of the mouse to enlarge their pictures. They know about the passage of time, through birthdays, and understand that children in the past wore different clothes. They build and construct a range of objects, selecting appropriate resources such as bricks and boxes. The beans they are growing fascinate the children. They look carefully each day for any sign of growth. They examine the beans through a magnifying glass and describe their shape and colour accurately. The children know their school grounds well and enjoy exploring the environment around them. They make a good attempt at describing their journey to school.

## **PHYSICAL DEVELOPMENT**

63. The children's physical development is good and they make good progress because they are well taught. Their physical skills on entry to school are already well developed and very good teaching enables pupils to achieve well. Nearly all of the children run, jump and skip with control and co-ordination. They respond imaginatively to music in dance and show very good awareness of the space around them. They are confident

when dancing in and out of others in the class because the teacher's successful intervention enables them to recall what they have learned before about moving safely. The children use a range of large and small equipment carefully. For example, when building a flat shape for the floor of the garage one child had a problem fitting the shapes together. Gradually she overcame her difficulties by dextrously adding smaller bricks to cover the spaces. The children cut and stick carefully and use scissors safely. They control the large wheeled toys in the playground and steer the tricycles safely between their classmates. Many are on course to exceed the recommended outcomes for five-year-olds at the end of the foundation year.

## **CREATIVE DEVELOPMENT**

64. The children's creative development is well above average because they are very well taught. They make very good progress because they are provided with a very broad range of interesting and challenging activities. The children paint with enthusiasm and draw carefully. For example in one lesson a small group were experimenting with different pencils, shading in figures in the style of Goya. They studied his painting of the giant with great interest and were enthralled by what the pencils enabled them to create. Another group was enlarging figures into giant size. They used words such as 'gigantic' and were very excited and pleased with what they produced. The teacher carefully guided and challenged them and the standard of the finished drawings was very good as they mastered new skills. In dance and music they are creative in interpreting different sounds. The children concentrated hard as they explored different sounds and created outstandingly creative sequences of movement in response to the music. The teacher's sense of fun was infectious and the story of Jack and the beanstalk enthralled the pupils. The pupils are on course to exceed the recommended goals for creative development.
65. There have been significant improvements in the provision for the youngest children and the weaknesses highlighted by the previous inspection have been overcome. The teacher provides a broad range of curricular opportunities. Assessment is thorough but there is sometimes too much emphasis on assessing the pupils' levels in the national curriculum in language and literacy rather than their progress towards the Desirable Learning Outcomes for five year olds. Resources are now very good and are accessible to the pupils.

## **ENGLISH**

66. Pupils' standards are above average overall at the end of both key stages. This represents an improvement since the last inspection. The inspection judgements are based on the work seen during the inspection and are supported by the results of national tests over the last three years. Pupils enter the school with broadly average skills and some have well-developed language and literacy skills. During Key Stage 1, they make good progress and pupils across the ability range achieve well in all aspects of English. In the 1999 national tests, all pupils in Year 2 attained the nationally expected level in reading and writing. Almost half reached the higher level 3 in reading and a fifth in writing; both these are well above the national average. This shows a substantial improvement since the last inspection, when the percentage reaching level 3 was lower than would be expected. Pupils of all abilities, including those with special educational needs continue to make good progress during Key Stage 2. Standards are good in Years 3, 4 and in Year 5 in particular. Standards in Year 6 are above the expectations in reading but only in line with the expectations for this age in writing. Standards are not quite as high in Year 6 as would be expected for two reasons:

around half the year group joined the school within the last two years and almost half the pupils in this year have special educational needs. The national test results over the last four years have been above the national average overall, although results have varied according to the differing ability levels of each year group.

67. The main reason for pupils achieving well and making good progress is the overall very good teaching throughout the school. Teachers have very good subject knowledge and they plan their lessons very carefully. The activities are interesting and often challenging and this means pupils work hard and do well. For example, in one Years 5 and 6 lesson, higher attaining pupils wrote a newspaper report based on a scene from 'A Midsummer Night's Dream'. They made decisions about how they were going to organise their article and they applied what they already knew about this style of writing. Several wrote effective headlines, such as 'Donkey Trouble in Fairyland' and used punchy short sentences or unanswered questions, for example, 'Was it a curse?' to retain the reader's interest.
68. All teachers use a range of questioning techniques effectively. In several lessons, the teachers pushed the pupils to think of more interesting vocabulary or effective phrases, when writing formal letters, for instance. The teachers' enthusiasm for English and their high expectations of what will be achieved encourage pupils to think and share their thoughts and ideas. Pupils listen attentively and express themselves confidently and, in most cases, fluently. Many use good vocabulary when speaking and even the younger pupils use a sequence of sentences when speaking. The pupils' very good attitudes to their learning and the high quality of teaching have a positive impact upon pupils' speaking and listening skills, which exceed the expectations at the end of both key stages.
69. One of the weaknesses in the last inspection was the lack of opportunity for pupils in Key Stage 1 to write. This has now been remedied and pupils write regularly, for a range of purposes. Subjects other than English make a good contribution to pupils' literacy skills across the school. In design and technology, Year 2 pupils use writing templates to record what they have designed, list resources and evaluate their products. Many use complete sentences, for example, when commenting on the yoghurt they had made, one pupil wrote, 'I might get some apple out because it tastes too much of apple.' This is indicative of the good standards in writing by the end of Year 2. Pupils in Year 4 use non-fiction books to research facts about the human body. They use headings and sub-headings and bullet points effectively to organise their notes, before presenting the information in an eye-catching way. The oldest pupils use computers to create their own high-quality information books. They adopt an appropriate style of language and use a range of sentence structures to produce clear and informative text; some add their own glossary and index.
70. Pupils make good progress in developing their reading skills. Teachers lead guided reading sessions effectively. They use good questioning techniques to check pupils' understanding and encourage them to respond to the texts. In Key Stage 1, teachers use pupils' home-school reading records well to monitor pupils' progress and foster good links with parents. In Year 1, for example, parents are given guidance on how to help their child with spellings, or informed of the particular reading focus that week. The main weakness in reading is that some pupils in Year 2 are being pushed through the reading levels too rapidly so that, in some cases, they are reading books that are too complex. This means that they struggle with some of the words and the sophistication of the language is beyond their understanding, leaving them confused. By the end of Key Stage 2, most pupils read fluently and lower attaining pupils read at the expected

levels. All pupils talk confidently about the books they like and give good reasons; for example, 'It goes into the action straight away.' They retrieve information from non-fiction books and have learned how to scan text quickly to find essential words or phrases.

71. The subject is well led and co-ordinated. The National Literacy Strategy has been effectively implemented and it is clear that teachers have benefited from the arrangements that are in place for monitoring and developing the quality of teaching. There is a good range of assessment procedures in place and the information is used well by teachers to place pupils in appropriate ability groups. However, the way the data is presented is a relatively new system, and the school has not yet made full use of this information to track pupils' progress as they move through the school, or to identify anomalies, trends, strengths or weaknesses. The co-ordinator examines pupils' written work in a systematic way and this has had a positive impact upon the quality of teaching. It does not yet provide enough detail on the pupils' standards, in order to find out what the school could do to raise standards even further. The school's system of setting targets for individual pupils is very effective. Older pupils in particular are very aware of what they need to concentrate on to improve their written work and this encourages them to take responsibility for their own learning and to check their work. The school has good resources to support English but there is a limited range of fiction books for pupils who are already fluent readers to entice them to read more widely and avidly.

## **MATHEMATICS**

72. Standards in mathematics are above average by the end of Key Stage 1 and average by the end of Key Stage 2. The pupils practise their numeracy skills effectively in other subjects, such as measurement in science and design and technology. These judgements broadly support the results of national tests in 1999 and 1998. The performance in tests over the last three years was well above the national average. The school's intake is at least average but many children enter school counting and recognising numbers. They achieve well by the end of Key Stage 1 and results are very favourable when compared to similar schools.
73. Good progress is maintained across Key Stage 2 with attainment often above average in Year 3. The same applies in Year 5, where most pupils are working within levels that are average for Year 6. Pupils in Year 6 make good progress and achieve well to reach average standards because they are well taught and challenged but very few are working consistently at above average levels in number and algebra, shapes and measures or data handling. The current Year 6 is a very small year group and more pupils than normal have special educational needs, or have been on the register in the past. Two thirds of the pupils only joined the school recently and have not had the benefit of the improved programmes of work.
74. The good teaching throughout the school and the successful implementation of the National Numeracy Strategy means that the school is addressing the weakness identified by the previous inspection. The most able pupils are successfully challenged and the school makes special arrangements for them to work within higher than average levels. Lessons are characterised by an effective range of teaching styles that enable the pupils to extend their learning in a variety of ways. Good improvement has been made and there are no longer any significant weaknesses in mathematics. Pupils enjoy mathematics and behave very well in lessons, they are keen to answer questions

and develop their mathematical skills.

75. The pupils learn well during both key stages, as a result of good teaching. The teachers' lively approaches and good subject knowledge motivate the pupils and consequently they put in a great deal of effort. In Year 2, for example, the pupils were trying to record numbers adding in tens. With help from the teacher they quickly improved to work with higher two digit numbers, using the strategies they had been taught. In Year 6, pupils struggled to gain an understanding of decimal fractions and percentages. The lively pace of the lesson and the teacher's sensitive intervention enabled them to persevere until they were successful. The pupils in Year 3 were excited at discovering that they knew how many lines of symmetry there were in shapes and the resulting work was of high quality. They recalled accurately the technical terms for the shapes, in particular equilateral and scalene triangles.
76. Teachers plan effectively and discuss with the pupils what will be learned. The result of these clear objectives is that pupils know exactly what is expected of them. Teachers skilfully refer to what has previously been learned, providing a successful bridge for new learning. For example, when rehearsing different strategies to help their mental calculation, the pupils in Years 3 and 6 were very happy to share their skills and ideas with others and apply their knowledge to the questions asked by the teacher. Mental calculation sessions are particularly successful throughout the school and greatly enjoyed by the pupils. This results in nearly all pupils being very quick and accurate to find answers in their heads.
77. There is clear progression in what teachers expect of pupils as they move through the school and, by Year 6, the pupils evaluate their performance and correct each other's work sensitively. Teachers carefully ensure that the pupils tackle all elements of the mathematics curriculum and this includes solving number problems and calculations. The pupils successfully investigate problems set by the teachers and apply what they have learned to find solutions. However, only occasionally do pupils create and organise their own investigations, or make decisions about the strategies they could use, without the guidance of the teacher.
78. The school has put much effort into improving standards and teaching in mathematics. Subject leadership and management are good. The information gathered from the monitoring of teaching and learning has been used very successfully to improve the quality of teaching and the structure of lessons. There is a broad range of effective assessment procedures and both modest and challenging targets are set for individual pupils. One weakness is that the co-ordinator is not analysing and recording the information from the assessment, monitoring and scrutiny of mathematics work rigorously enough to establish trends in attainment in each element of the subject across the school. Curricular opportunities in mathematics are wide ranging and challenging. Subjects such as science and geography make a satisfactory contribution to the development of pupils' numeracy skills. For example, in both key stages, pupils use graphs to represent their findings from investigations. Resources are used extremely successfully and have a significant impact on standards. Standards have improved but there has not yet been sufficient time for the full impact of the improvements to be fully apparent at the end of Key Stage 2.

## **SCIENCE**

79. The standards achieved in the 1999 National Curriculum Tests at Key Stage 1 are well



above average, whilst at Key Stage 2 the standards are average. The inspection findings show that standards are above the expectations at the end of Key Stage 1 and in line with expectations by the end of Key Stage 2. This represents an improvement on previous inspection findings at Key Stage 1. The school's intake is average overall and the pupils generally make good progress. However, progress slows down at the end of Key Stage 2 with a corresponding dip in standards. The reasons for this are that not enough is expected of pupils in Year 6; lessons are not always planned with clearly challenging objectives, and there is inconsistency in some of the marking.

80. At Key Stage 1, the teaching is always good and in half the lessons seen it is very good. As a result the rate of learning is good. The pupils are challenged through good questioning and the teachers have very clear learning objectives. In Year 1 the pupils enjoy the task of classifying materials by using their senses. The very practical nature of the task also means that the pupils are fully involved in their own learning.
81. In Year 2 the work on the classification of materials is more advanced as pupils are able to decide which materials are man made or natural. Some pupils give good explanations as to why paper is not a natural product using terms such as 'manufactured' and 'changed'. Pupils achieve well; an important factor in their good rate of learning is the very positive attitudes of the pupils, as they concentrate, co-operate and respond well. A minor weakness in one lesson was the slightly over long introduction when a few pupils became restless.
82. At Key Stage 2 the quality of teaching is similar to that at Key Stage 1. Examination of pupils' work, teachers' planning and discussions with the older pupils show that the quality of learning in Years 3, 4 and 5 is good. The pupils are taught in smaller groups for science and this has a positive impact. The work in Year 3 is good as the teacher has very good subject knowledge which help pupils to understand how to test materials for hardness. The pupils' vocabulary is expanding as they use such terms as 'absorbent', 'flexible', 'rigid' and 'transparent' with confidence. In Year 4 the pupils used 'key charts' to classify animals by asking questions. This was challenging work which all pupils found interesting. The teacher had prepared the resources and lesson well. The work in Year 5 is of similar good quality and shows that the good progress is being maintained. At the end of the key stage the pupils in Year 6 are less successful. The work is not as well presented and although most pupils have a sound understanding of scientific facts there is a weakness in their understanding of friction and forces. They are also less secure in their experimental and investigative work. The pupils are not being given sufficient opportunities to develop their own scientific thinking through selecting suitable equipment for their own experiments.
83. The recently appointed co-ordinator is enthusiastic and has already monitored the teachers' planning. She is aware of the minor weaknesses in the experimental and investigative work, particularly at Key Stage 2. A good scheme of work is now in place and the overall teachers' planning is generally of a high quality. The recently introduced assessment of pupils' work has shown that standards are improving. There is a need to use this information effectively to improve standards further.
84. Information technology is now beginning to be used very effectively to support the work in science, especially through the development of data handling. There are also good opportunities to use the local environment, including the school grounds and the beach, to stimulate pupils' interest in science. The work on display from the recent science week showed a good range of curriculum experiences and was a successful way to celebrate pupils' work.

## **ART**

85. Few lessons were observed during the inspection; consequently it is not possible to make a secure judgement about the quality of teaching. However, from analysing the pupils' work in folders and on display, standards in art are below expectations at the end of both key stages.
86. When pupils enter the school they enjoy painting and drawing and produce pictures that show their enthusiasm for art. There are some examples within each key stage of satisfactory standards. For example, in Year 1 the pupils created lively landscapes using pastels and crayons. In Years 4 and 5 illustrative drawing in science was satisfactory and their interpretation of water colours using the work of Monet and Morisot were of a good standard. Observational drawings of crabs and sea life in Year 6 showed some effective pencil control and shading and the display of lively models of sports activities were particularly effective. By the end of Key Stage 1, pupils' skills in mixing paints and controlling brushes are underdeveloped. Pupils find it hard to talk about their art work and they do not have a knowledge of terms relating to art. Teachers do not always have the subject knowledge to identify particular aspects that will lead pupils to improve their skills. When working with a governor who has specific skills in pottery, pupils' work is often above average as the pupils' work shows that they are clearly motivated by what they are creating.
87. Standards have fallen in art since the previous inspection. There is no scheme of work to guide the teachers' planning to ensure that the pupils' skills in drawing, painting and model making are systematically developed as they progress from class to class. Although teaching is monitored, there is insufficient focus on pupils' learning and the standards they achieve. Consequently the pupils are not making steady progress as they move through the school. Currently, subject leadership and management are in transition. The co-ordinator is an enthusiastic member of the part time staff who already has a significant area of responsibility. An audit of provision has taken place and much has been done to enable art to support the improvement to the learning environment around the school. However, there is not enough time available for the co-ordinator to have a direct impact on the standards achieved.

## **DESIGN AND TECHNOLOGY**

88. The pupils' attainment at the end of both key stages is in line with national expectations and the overall rate of learning is sound. This is an improvement since the last inspection, when standards were unsatisfactory. The evidence for this judgement is gathered from examination of the pupils' work, discussions with both pupils and staff and the planning documents, including the scheme of work.
89. In Year 1 pupils use design sheets to record ideas and investigate how they could be put into practice. The resultant work, using yoghurt pots, is of good quality. By the end of Key Stage 1 the pupils have acquired skills of cutting and pasting and are beginning to evaluate their work, albeit at a simple level. By the end of Key Stage 2, the work is much more demanding, indicating sound progress and learning. The pupils in Year 6 are able to use cogs in their models of zeotropes to change the direction of the movement. In Year 5, the electrically powered vehicles are well made and the plans are

clearly drawn with an 'exploded' design. Levers are used successfully for models in the earlier stages of Key Stage 2 and the pupils make a fruit snack design after looking at budgeting and researching preferences. The minor weakness is the overall quality of evaluation, which is sometimes cursory. This is often because the pupils find this the least interesting aspect of the subject.

90. There is insufficient evidence to make a judgement about the quality of teaching as only one lesson was seen. The planning is secure and develops the skills as outlined comprehensively in the scheme of work. The headteacher, who is the co-ordinator, has had an influence on the improved standards by monitoring the work and ensuring that the work is well displayed. Sufficient time is allocated to the subject, through periods of 'blocked' teaching each term. This again, is an improvement since the last inspection.

## **GEOGRAPHY**

91. Judgements are based on one Key Stage 2 lesson, discussions with pupils and staff, scrutiny of teachers' planning and pupils' work including displays. Overall, standards are in line with national expectations and the rate of learning throughout both key stages is satisfactory. This is similar to the findings of the last inspection.

92. At Key Stage 1 pupils know about the area in which they live and are beginning to understand large scale plans. Year 1 pupils trace the route from the school gate to the office and use simple symbols to present grass, land and sky. In Year 2, they make judgements about contrasting life in differing localities, with special reference to life in the Gambia. The work at this key stage shows skills are progressively being developed. By the end of Key Stage 2, the pupils know about countries and continents, they give simple grid references using atlases and explain why climate affects life styles. They can also explain which geographical features are important in the rise of Plymouth as a port. In one class, pupils used photographic evidence very successfully to make deductions about weather, life styles and general geographical features in Greece. The quality of learning in this lesson was good because the teacher was knowledgeable, and used techniques such as 'brain storming' with small groups very effectively.

93. There is insufficient evidence to make a sound judgement on the quality of teaching. However, the teachers' planning shows that all the geographical skills are being taught. Coverage of map skills is secure and pupils use both large and small scale maps at the end of Key Stage 2. There are some good links with other areas of the curriculum. For example, work on the Viking invasion included maps and analysis of place names. There are some good folders, which illustrate pupils' information technology skills, about animal life in various climatic regions of the world. The pupils at the end of Key Stage 2 are encouraged to use their skills in a practical way when orienteering and walking on Dartmoor.

## **HISTORY**

94. By the end of both key stages, the pupils are attaining standards in line with national expectations and learning at a sound rate. Two lessons were seen during the inspection, both at Key Stage 2; additional evidence included discussions with pupils and staff, pupils' work, and teachers' planning.

95. Early in Key Stage 1, the pupils are able to make simple judgements about 'old' and 'new'. They place toys on a time line, which is a good start to their historical understanding. In Year 2 the pupils make some simple judgements about hospitals in the nineteenth century when hearing about the life and work of Florence Nightingale. They also use sequencing work and examine the different clothing of people at the time of the Great Fire. Some of this work is of good quality, indicating that progress and learning are sometimes good.
96. By the end of Key Stage 2, the pupils have a good understanding of historical periods, as they can successfully sequence civilisations and eras. They find the subject interesting and enjoy using a range of reference books, materials and artefacts in their search for evidence. This was apparent in the Years 5 and 6 lesson, when the pupils made deductions about Greek life, after examining drawings and designs found on pottery and murals. In Year 3 the work also involved the pupils searching for information and examining replicas of Egyptian pottery and artefacts before making reasoned suggestions about life in the times of the Pharaohs.
97. No lessons were observed at Key Stage 1. At Key Stage 2, the teaching is good. This is because the teachers are aware of the importance of giving pupils the opportunity to search for information from a variety of sources rather than being given facts. This is an improvement since the last inspection. The class organisation is also good as the pupils work well in groups and support each other, contributing significantly to their own learning.
98. Considerable strides have been made since the last inspection to address the weakness in the planning and the monitoring of the curriculum. Although the co-ordinator is part-time all planning is monitored. There are also links with other areas of the curriculum, especially geography and information technology. The older pupils have produced some good folders when using the CD-ROM.

## **INFORMATION TECHNOLOGY**

99. The standards of attainment achieved by the pupils are in line with national expectations and on some occasions are above. This means the school has made rapid progress in addressing the weaknesses outlined in the previous inspection report. The overall quality of learning is often good as pupils are now being taught a range of skills in a coherent and progressive way.
100. The pupils are now given sufficient time to practise computer skills from an early age. In Year 1, for instance, the pupils are entering simple text using the backspace key to make simple corrections. They are able to close down the computer and are becoming confident in handling the machines. By the end of the key stage, the pupils understand how to use the 'Draw' program to make simple pictures. They can select colour from the menu bar and use differing 'brush' techniques. Throughout Key Stage 2, pupils' rate of learning is good. In Year 6, they soon develop their data handling and spreadsheet skills so that they can input information and use average and total. The good quality learning arises because of the good teaching and the good quality resources. Another

influence is the very positive attitudes of the pupils in both key stages. They are attentive, eager to learn and enjoy the work. They look forward to their lessons.

101. The quality of teaching is always good and in some instances very good or excellent. The lessons are always well planned with specific targets and the teachers demonstrate the skills confidently. This is evident in Years 4 and 5 when using 'fields'. The effective teaching also develops skills across the curriculum, as the pupils have used research techniques in geography and science, for example, when studying animal habitats. Pupils can change both font, size and colour as well arrange words in a range of differing directions by using the menu bar in a more sophisticated way. The merging of picture and text is another skill that is in evidence. Cross-curricular links are further developed, because time is specifically set aside to develop numeracy and literacy skills within the information technology lessons.
  
102. The recently appointed and very knowledgeable co-ordinator has made great strides in developing a coherent, skills-based scheme of work, which is being fully implemented. This means that all strands of information technology are now covered, which is a real improvement. In Year 6 some pupils are now confident in using input and output command programs and are achieving high levels of control. This is because some of the more able pupils can write programs using commands such as 'whenever', whilst the least able are using the 'roamer' with increasing confidence.
  
103. The school is to be commended on its success in improving both the standards achieved by the pupils and the quality and range of the resources. They have addressed the weaknesses outlined in the previous report very successfully.

## **MUSIC**

104. Based on the three lessons observed, standards have generally improved since the last inspection. Evidence from lessons, assemblies and videos show that, although pupils sing in line with the expectations for their ages, their compositions and overall knowledge about music are good. Pupils sing with a good sense of rhythm and sometimes adapt their voices well according to the mood of the songs. Their singing is generally in tune. They improve their accuracy and confidence as they practise songs. Pupils in Year 3 particularly relish the chance to record themselves singing in two parts and they listen intently when the tape is played back to them.
  
105. Pupils benefit from very good teaching in music. Consequently, they respond well in lessons and enjoy them. Many teachers have good levels of musical expertise themselves. They sing with the pupils to support them but also take the opportunity to stop singing themselves so that they can listen to the quality of pupils' singing and seek to improve it. Teachers constantly use relevant musical vocabulary when teaching and this helps the pupils to develop a good basic knowledge of musical terms that are appropriate to their levels of understanding. For example, in Year 3 one pupil explained what the term 'accompaniment' meant. Another pupil said, 'You changed the pitch' when asked how the melody changed. This showed pupils had listened carefully to the song. Pupils know the names of the instruments they use, even the more difficult ones, such as 'cabasa'. Lessons are very well planned, with a good balance of activities to capture the pupils' interest and enthusiasm. Pupils in Year 2 responded exceedingly well to a very challenging rhythm task that required them to memorise an extended

phrase, section by section. They were determined to succeed, which they did in the end. The rhythm work in Years 4 and 5 builds well upon the work with the younger pupils. The teacher's questions were more taxing, for example, 'What were the two main rhythms in this song?' and, 'Which beats was I holding for a bit longer?'

106. The leadership of the subject is good. The detailed planning and good scheme of work ensure that the pupils make good progress as they move through the school. The subject makes a good contribution to pupils' literacy skills. In Year 2, for example, pupils use a story as a basis for their composition work to provide a structure. In Year 3, pupils look at Miro's painting Blue II and discuss their ideas as to how they could interpret it musically. Many use good vocabulary to describe what they see. The school is well resourced for music and many of the instruments are of good quality.

## **PHYSICAL EDUCATION**

107. Standards in physical education are generally above the expectations by the end of both key stages. The school successfully builds on the pupils' achievements and skills, and progress is good. The good standards identified on the previous inspection have been successfully maintained and improvements have been made to the quality of teaching. The teaching of dance is outstanding and is a strength of the school. Consequently, the pupils' sequences of movement are of good quality. Games are well taught and the teachers' enthusiasm for the subject enables the pupils to develop effective control and skills in sport. By the end of Key Stage 2, the pupils are successful in competition with neighbouring schools in tag rugby, netball and football. Many pupils excel in cross-country.

108. Teachers manage the pupils very effectively and the children behave very well in lessons and work very hard to improve their skills and movements. In Year 2, for example, the pupils put in great effort to practise their skills with a ball and a racket, despite the very windy weather. In a Year 4 and 5 dance lesson the pupils responded very well and delighted in trying to match their movements with those of the very talented teacher.

109. Teaching is good throughout the school, and some very good and outstanding teaching was observed in Key Stage 2. As a result, the pupils learn well and the quality of the sequences they create is good. The teachers' enthusiasm is motivating and pupils quickly learn very effective control of their bodies. They try hard to stretch their physical abilities because they are successfully challenged in lessons. For example, when creating dance routines in Years 5 and 6 the pupils worked carefully in groups. They shared their ideas then put all the sequences together in the dance they had created in previous lessons. The clear emphasis on group work means that the pupils develop skills of consideration and empathy and learn the importance of being a member of a team. Each lesson builds on the one before and the pupils' skills and understanding are progressively developed as they move through the school. In Year 1, the pupils learn to hold a racket correctly and this skill is further developed in Year 2, when the pupils learn to master the racket in challenging games with others.

110. Leadership and management in physical education are good and this makes a positive contribution to teaching, learning and standards in the subject. Teaching and learning are effectively monitored and teachers receive helpful feedback to help them improve their skills and knowledge. The scheme of work enables teachers to plan well-structured lessons and ensures that time and resources are used effectively. The physical

education curriculum is broad and balanced and there is a good range of extra-curricular activities.

## **RELIGIOUS EDUCATION**

111. Standards in religious education are above the expectations of the Locally Agreed Syllabus by the end of both key stages. The school has consolidated the good standards identified on the previous inspection. Standards are above expectations because teaching is generally good and pupils learn effectively. Pupils make good progress throughout the school in developing their knowledge about Christianity and other world religions. The pupils behave very well in lessons and respect each other's ideas and views.
112. In Key Stage 1, the teachers' enthusiasm enables the pupils to gain insights into their own beliefs and respect the beliefs of others. As a result they concentrate hard. In Year 1, very successful questioning and effective methods enabled these young pupils to explore their own feelings of courage with a listening partner. Their communication skills were enhanced by carefully listening to each other. In Year 2, the class used their previous knowledge sensibly to investigate evidence about the church as a place of worship by using photographs. This enabled the teacher to skilfully assess what the pupils already know and plan subsequent work to extend their knowledge and understanding.
113. In Key Stage 2, teaching is good and meets the needs of the pupils well. In the Year 5 and 6 class, the special relationship between teacher and the pupils enabled them to be honest and sensitive when considering which possessions were very dear to them. They were able to recall important symbols in their lives and quickly grasped the meaning of individuality and symbolism. The pupils study a good range of other religions and sensibly compare aspects of other faiths with Christianity. For example, considering the importance of journeys such as the Hajj to Muslims and the Exodus to the Jews contributed to the pupils' understanding of rules in our lives and religion. Pupils have a clear understanding of what they will be learning in each lesson because teaching is effectively focused upon the learning objectives.
114. The pupils' work is carefully marked with questions to challenge their ideas. However, there is very little evidence that the pupils are given time to read and reply to improve and develop their ideas. The teachers' subject knowledge is generally good and there are appropriate plans in place for further developments to enhance religious education. The subject is very well led and managed by a knowledgeable co-ordinator. The teachers receive helpful feedback on their teaching and this has a positive impact on teaching and learning.