

INSPECTION REPORT

SHERWELL VALLEY PRIMARY SCHOOL

Torquay

LEA area: Torbay

Unique reference number: 113240

Headteacher: Mr R A Hughes

Reporting inspector: Mrs Lorna Brackstone
21872

Dates of inspection: 25 – 28 September 2000

Inspection number: 224655

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant and Junior
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hawkins Avenue Torquay Devon
Postcode:	TQ2 6ES
Telephone number:	01803 613296
Fax number:	01803 617038
Appropriate authority:	The governing body
Name of chair of governors:	Reverend A K F Macey
Date of previous inspection:	6 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Lorna Brackstone 21872	Registered inspector	Foundation Stage	What sort of school is it?
			What should the school do to improve further?
			How well are pupils taught?
			How well is the school led and managed?
			The school's results and pupils' achievements
John Lovell 14756	Lay inspector		Pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Denise Franklin 24342	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Special educational needs	
Sandra Gordon 14816	Team inspector	Art	
		Music	
		Religious education	
		English as an additional language	

Christine Raymond 28088	Team inspector	Science	
		Design and technology	
		Information and communication technology	
		Equal opportunities	
Gordon Tompsett 30717	Team inspector	Mathematics	
		Geography	
		History	
		Physical education	

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Rd
Cheadle
Stockport
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sherwell Valley Primary is a large primary school with 453 pupils aged between three and 11. The number of boys and girls attending are roughly equal and attainment on entry is broadly average. The school is located on a large open site in the North West of Torquay and is served by a mixed residential area of both private and local authority housing. Many pupils come from families with professional backgrounds, but a significant minority come from housing provided by the local authority or housing associations. There are 58 pupils known to be eligible for free school meals (13 per cent) and this is broadly in line with the national average. Only three pupils speak English as an additional language and all are fluent. There are 21 per cent of pupils on the register for special educational needs and this is broadly in line with the national average. Six pupils have statements of special educational need.

HOW GOOD THE SCHOOL IS

Overall, Sherwell Valley is a good school that provides a good standard of education for its pupils. The pupils achieve good standards in mathematics and standards in art, history and physical education are above those expected of 11 year olds. Teaching throughout the school is good and there is effective management from the headteacher, staff with responsibilities and the governing body. The school provides good value for money.

What the school does well

- Standards in mathematics, art, history and physical education are good.
- Teaching throughout the school is good.
- Leadership and management of both the headteacher and key staff are good and the governing body is very effective.
- Provision for pupils' moral and social development is very good.
- The impact of parents' involvement on the work of the school is very good.
- Financial resources are used very well and the school always tries to seek best value for money.
- Provision for extra-curricular activities is very good.
- Attendance is good.

What could be improved

- Standards in information and communication technology, design and technology and geography by the age of 11.
- The targets set for pupils with special educational needs. These are not reviewed regularly and teachers do not clearly indicate in their planning how their needs will be met.
- The inconsistent marking of pupils' books in Key Stage 2.
- The formulation of schemes of work for music and geography to ensure that skills are taught consistently throughout the school.
- The preparation of pupils to live and work in a multi-cultural society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996 and has made satisfactory improvement since then. Provision for the children in both the Nursery and Reception classes has improved significantly and the curriculum provided plans for both creative and structured play. The school has very recently invested in an information and communication technology suite and, although standards in this area are still below national expectations at age 11, this is already having a very good impact on the pupils learning. In particular, standards of achievement have improved in mathematics and higher attainers attend the local grammar school for booster classes. The quality of teaching has improved and planning is generally more consistent. Co-ordinators for the core subjects of English, mathematics and science monitor both teaching and learning and procedures for assessing and recording progress are well established in the core subjects. Standards in art have improved at both seven and 11 and are now above national expectations. Standards in music at age 11 have also improved and are now satisfactory. However, at the age of 11, attainment in design and technology is still below national expectations. Standards in geography have also dipped below national expectations. The school is appropriately placed to continue to make satisfactory improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	C	A	A
Mathematics	B	B	B	B
Science	B	C	C	D

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

Children start school with average levels of attainment and make satisfactory progress during their time in the Nursery and Reception class. Most recent standardised tests and inspection evidence confirms that standards in mathematics are above average at both seven and 11. They also concur that standards in science are in line with national averages. Although standards of achievement in English at the age of seven are above average levels, they are in line at the age of 11. During the past academic year, the current Year 6 pupils had instability with class teachers and this appears to have had a significant impact on the standards achieved in their English work. In religious education, the pupils reach the expectation of the locally agreed syllabus by the age of eleven. Standards in art, history and physical education are above average by the age of seven and 11. Pupils reach standards expected for their age in music. Although standards in design and technology, geography and information and communication technology are currently in line at age seven, they are below expected levels at age 11. Taking the four years from 1996 to 1999, at age 11, the performance of pupils in English, mathematics and science was close to the national average. During the same period, the performance of the pupils at age seven reflected an upward trend. Considerable analysis of pupils' previous and current achievements have enabled the school to set targets which are realistic, but contain an appropriate level of challenge.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school very much and concentrate well. They are eager to complete tasks and show high levels of enthusiasm.
Behaviour, in and out of classrooms	Good. Most pupils are self-disciplined and behave well in lessons and around the school. They have a very good understanding of the school's behaviour policy.
Personal development and relationships	Very good. Pupils show initiative and take responsibility around the school and in their work. Relationships between everyone in school are very good and there is no evidence of bullying.
Attendance	Good. Levels of attendance and punctuality are good.

Pupils show high levels of interest and persevere to complete tasks. The school functions as a very orderly community with a positive ethos and pupils understand the high standard of behaviour that is expected of them. Pupils are courteous and respectful and show a good respect for the feelings of others. Occasionally behaviour deteriorates when there are weaknesses in class management. Good levels of attendance have a positive impact on learning.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good. In 99 per cent of the lessons observed, the teaching was satisfactory or better. Forty three per cent of lessons observed were of good quality. 16 per cent of lessons were very good and one per cent of teaching was excellent. Only one lesson was unsatisfactory. The quality of teaching and learning has improved since the last inspection and in almost all of the lessons the pupils learn effectively acquiring new skills and consolidating previous learning. These improvements in teaching have also had a good impact on the standards achieved by pupils in some subjects such as mathematics. The teaching of those pupils in the foundation stage is also good, particularly in the Nursery when it is frequently very good. This is an improvement since the last inspection when teaching was not always considered appropriate for the age group. Teaching in English and mathematics is good and teachers are competent in teaching both literacy and numeracy skills. Particular strengths in teaching are good planning, good subject knowledge and targets for learning based on a clear view of what the pupils should learn next. Only one unsatisfactory lesson was observed and this was as a result of weak classroom organisation and control.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Good in the foundation stage and planned well in accordance with the early learning goals. In both Key Stage 1 and 2 the school provides a broad and balanced curriculum that meets the needs of all its pupils.
Provision for pupils with special educational needs	Satisfactory overall. Pupils are effectively supported within the classroom but individual education plans do not have specific targets and are not used enough by class teachers to meet their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for social and moral development is very good. Provision for spiritual and cultural development is satisfactory. There are limited opportunities for pupils to develop an understanding and appreciation of the diversity and richness of other cultures.
How well the school cares for its pupils	Satisfactory overall. The school takes good care of its pupils. Teachers know their pupils well and are well aware of their individual circumstances. They make sure that they are safe and happy and keep an appropriate check on the progress they are making. However, individual education plans for pupils with special education needs are not reviewed on a regular basis.

All subjects meet statutory requirements but there are no schemes of work for geography and music. There is a very wide range of extra-curricular activities and these are well supported by both boys and girls. The school's partnership with parents is good. It is promoted through the home/school agreements, satisfactory communications and the very good involvement of parents in the life and work of the school. Procedures for assessing pupils are well developed and good use is made of data supplied by the local education authority. The school has good procedures to monitor attendance and punctuality and seeks to encourage holidays outside of term time. Both outside agencies and education specialists work well with the school and provide good support and advice for pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, deputy, key staff and governors play a key role in determining the educational direction of the school and all seek to raise standards of teaching and attainment.
How well the governors fulfil their responsibilities	Very good. They play a very influential role in the strategic management of the school.
The school's evaluation of its performance	Good. The school has monitored well its main focus of literacy and numeracy. Good use is made of information collected to identify strengths and prioritise weaknesses.
The strategic use of resources	Very good. The school uses its resources to very good effect and has very good procedures to ensure that it applies the principles of best value.

All those involved in the management of the school monitor and evaluate its performance well, particularly in its most recent work in literacy and numeracy. The match of teachers and support staff to meet the needs of the curriculum is good. The overall accommodation is satisfactory for delivery of the curriculum, although some classrooms in Key Stage 2 are a little cramped and restrict movement. The school has two halls that provide very good accommodation for physical education and other activities. The school has an adequate range of resources to support most areas of the curriculum. Resources are well organised to maximise their effectiveness within a school that has two distinctly separate buildings. The school has very good procedures to ensure that it applies the principles of best value through use of data to compare itself with other local schools and fair competitive tendering.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like going to school. • Teaching in the school is good. • Behaviour in school is good. • There are high expectations of both behaviour and attainment. • The school expects their children to work hard. • They feel that the school is helping their children to become mature. 	<ul style="list-style-type: none"> • Activities for the children outside lessons. • Information about how their children are progressing in school. • Closer working relationships with the school. • The amount of homework set by teachers.

The inspectors endorse the parents' positive comments. The activities provided out of lessons are judged to be very good and inspectors cannot justify this parental view. Over time the amount of homework is inconsistent. However, during the week of the inspection it was found to be similar to that given out in other schools. Information to parents is considered satisfactory but the inspection team agreed that the annual reports could be more detailed. It was also felt that parents of pupils with special educational needs were not consulted sufficiently when the individual education plans were reviewed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. By the end of reception, children's achievement is satisfactory overall in all the early learning goals, except in personal, social and emotional development where it is often good.
2. In the 1999 National Curriculum tests at the age of 11, the performance of pupils in English was both well above the national average and in comparison to similar schools. These results reflected a particularly able group of pupils. However, recent standardised tests and inspection evidence indicates that current standards are in line with national averages. Pupils achieve average standards in speaking and listening and writing. They clearly express their opinions and listen satisfactorily to each other. Their writing is generally interesting and well presented. Standards of achievement in reading are above average and their skills are well developed.
3. In the 1999 National Curriculum tests at the age of seven, the performance of the pupils in reading was close to the national average. In comparison to similar schools pupils' results in reading were broadly in line with the national average. In the 1999 National Curriculum tests at the age of seven, the performance of the pupils in writing was above the national average. In comparison to similar schools pupils' results were well above the national average. Inspection findings and recent test results indicate that standards in English at age seven remain above average. Pupils are keen to ask questions and contribute to discussions. They enjoy reading and most pupils use a range of strategies to tackle unfamiliar words. Pupils write well for a variety of different purposes and use both dictionaries and charts to spell correctly. Their handwriting is neat and legible.
4. In the 1999 National Curriculum tests at the age of 11, the performance of pupils in mathematics was above the national average. In comparison to similar schools pupils' results were also above the national average. In the 1999 National Curriculum tests at the age of seven, the performance of the pupils in mathematics was well above the national average. In comparison to similar schools pupils' results were also well above the national average. Inspection findings and recent test results indicate that standards in mathematics are above average at both seven and 11. By the age of 11 pupils have a good grasp of the four rules in mathematics, confidently show recognition of percentages and fractions and know their tables. They also use correct mathematical vocabulary when they solve problems and confidently communicate their findings through the use of tables, graphs and simple charts. By the age of seven pupils are able to add and subtract numbers up to 10. They have started to understand the place value of digits up to 100 and solve both number and money problems using mental calculations. They recognise common two and three-dimensional shapes and simple standards of measurement are understood.
5. In the 1999 National Curriculum tests at the age of 11, the performance of pupils in science was close to the national average. However, in comparison to similar schools, pupils' results were below the national average. In the 1999 teacher assessments at age seven, the performance of the pupils in science were well above the national average. Recent standardised tests and inspection findings indicate that standards at both seven and 11 are in line with national expectations. The test results last year prompted an urgent review of the work in science in both key stages. More time is now being devoted to the subject and the pupils' work has been carefully

analysed and the information used to focus on identified weaknesses. There has been a significant improvement in the way that science is planned and taught across the school and this is having a positive impact on the current work. The standards attained by the end of both key stages are average. By age 11, pupils have an appropriate understanding of electricity and the concept of friction. By the age of seven, pupils confidently classify different types of materials and understand the concept of a simple circuit.

6. Taking the four years from 1996 to 1999, at the age of 11, the performance of pupils in English, mathematics and science was close to the national average. During this period, boys performed better than the girls in English, but in mathematics, the performance of girls was better than the boys. During the same period, the performance of the pupils at age seven was close to the national average in reading and writing. The performance of pupils in mathematics was above the national average. During these four years the performance of boys was better than that of the girls in reading, writing and mathematics. Results are improving at a higher rate than found nationally and this is good.
7. The standards in information technology are currently below average by the time the pupils leave the school. Until very recently, all available resources have been insufficient to meet the National Curriculum requirements and this has had a negative effect on standards. In religious education, the pupils reach the expectation of the locally agreed syllabus by the age of 11. Standards in art, history and physical education are above average by the age of eleven. This is as a direct of good teaching and the use of extra-curricular activities to enhance the subject. For example, the sporting events after school contribute well to the standards achieved in physical education and visits to places of cultural interest encourage the pupils learning in art and history. Pupils reach standards expected for their age in music. By the age of 11, standards in design technology and geography are below expected levels.
8. Pupils with special educational needs are making satisfactory progress in their learning. However the targets set on their individual education plans are not specific enough, for example to talk about the books that they are reading, and this impacts on the progress the pupils can make towards achieving a target.
9. The school has set appropriate targets for overall improvement in English, mathematics and science. Considerable analysis of pupils' previous and current achievements have enabled the school to set targets which are realistic, but contain an appropriate level of challenge. The school is well placed to meet these targets and to continue to improve standards.

Pupils' attitudes, values and personal development

10. Pupils enjoy school and have very good attitudes. Their behaviour is good and often very good. Relationships are very good and attendance is good. These are significant strengths and make an important contribution to pupils' learning.

11. The attitudes of pupils to school and to learning are very good. Parents state very clearly that pupils enjoy school. Pupils concentrate well and persevere with difficult tasks. They work well, both independently and in groups, and provide good mutual encouragement. Pupils listen carefully to teachers and to each other's contributions. They sustain an interest in their work and are eager to complete tasks, particularly when the teacher's enthusiasm and the activity challenges them. For example, in a Year 6 lesson pupils showed high levels of enthusiasm, interest and concentration when they considered the potential of a multi-media presentation and persevered well to complete tasks within the lesson.
12. Pupils' behaviour around the school and in most lessons is good or better and most pupils are self-disciplined. However, on occasions when there are weaknesses in class management, a minority of pupils behave in an inappropriate manner. The school functions as a very orderly community and has a positive ethos. Pupils understand the high standard of behaviour that is expected from them and respond well to this. They have a very good understanding of the school's behaviour policy and they value recognition of good behaviour, work or effort. During the previous school year there were three fixed period exclusions. Parents believe that the school achieves high standards of good behaviour and that the school's values and attitudes help pupils to become mature and responsible. The high standard of behaviour assists in both learning and teaching.
13. Relationships within the school are very good between pupils and between pupils and adults. There is no evidence of any systematic bullying or oppressive behaviour. Pupils are courteous, respectful and helpful to each other, to staff and to visitors. They readily offer assistance, such as a pupil in Key Stage 1 who helped an inspector to find a member of staff during a lunch break. Pupils listen attentively to their teachers, support assistants and other adults working or helping within the school. They show respect for other pupils' feelings, beliefs and values and are sympathetic and kind when helping each other. For example, when pupils are hurt or feel unwell, friends readily support them with great sensitivity and responsibility. Children take good care of school equipment and resources and keep their school clean and tidy.
14. The personal development of pupils is very good. They show initiative and take responsibility around the school and in their work. Pupils are involved in the daily routines of the school from an early age, undertaking class responsibilities and whole school duties with maturity, care and pride. They tidy up after lessons with a minimum of supervision. In some lessons, such as a Year 6 information technology lesson, pupils extend the task that they are undertaking and develop a greater understanding of the choices available to them. Pupils co-operate and collaborate well throughout the school. They share resources well, such as in a Year 1 design and technology lesson when pupils selected tools and experimented with different methods of joining scrap materials. Lunchtime is a social occasion and it is very noticeable that this large school has a 'small school feel.' Pupils sit in groups covering several years and they both take care of each other and interact very well. At play, they are inclusive and take care of each other very well. They are also active in the local community and have a good understanding of the needs of others, which is fostered through visitors and within assemblies.
15. Levels of attendance and punctuality are good and are above the national average. These levels of attendance are similar to those recorded at the time of the previous inspection and have a positive effect upon learning and standards achieved.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching and learning is good. In 99 per cent of the lessons observed the teaching was satisfactory or better. It was good in 43 per cent of lessons, very good in 16 per cent and excellent in one per cent. Only one lesson observed was unsatisfactory. The quality of teaching has improved significantly since the last inspection and in almost all of the lessons the pupils learn effectively acquiring new skills and consolidating previous learning. Teachers plan carefully using the pupils' prior attainment as the starting point for their teaching and the majority of pupils make good progress. This contributes to the improved achievement, particularly in mathematics and science. Teaching in English and mathematics is good overall in both key stages.
17. Overall the teaching of those children in the foundation stage is good and is frequently very good in the nursery. This is a significant improvement since the last inspection when the teaching of this age group was considered to be too structured and did not promote independence. The teachers, nursery nurse and classroom assistant work very well as a team and give a high priority to the development of the children's language, literacy and numeracy. They have a very good knowledge and understanding of the ways in which young children learn and are sensitive to their individual needs. The staff work hard to provide a good stimulating range of learning activities for the children. The response by the children is very positive; they are interested in their work and concentrate well. For example, in one physical development lesson the nursery children learnt to find where their heart was situated in their bodies and then carefully felt it after they had exercised. The planning and assessment procedures are very good and they inform the setting of specific learning targets for each child. As a result, the children are well motivated and make good progress. Lessons are conducted in a calm, orderly manner and the children are managed very well.
18. All of the teachers in the school have a thorough knowledge of the requirements of the National Literacy Strategy. The skills of literacy and numeracy are taught well. Teachers prepare their work thoroughly and identify precise learning targets that are clearly conveyed to the pupils. This results in the pupils knowing what is expected of them. The teachers are skilled in asking questions that require pupils knowing what is expected of them. The questions develop the pupils' understanding of the shared text and the group tasks are carefully matched to the pupils' abilities. The pupils' self-confidence improves when they are praised and encouraged. This was clear in a Year 2 English lesson when a group of lower achieving pupils were continually encouraged and stimulated by the positive approach of their teacher. The teachers' competency in teaching letter sounds is good and key words are taught systematically in all classes. They constantly reinforce letter sounds that help the lower achieving pupils to read the selected text more accurately. Teachers' planning builds on what the pupils have done before and the higher achieving pupils are able to talk about what they have done in previous lessons. For example, in a very good literacy session in Year 5, pupils worked at a brisk pace and maintained their concentration throughout the lesson. This was due to the high expectations of the teacher about how the pupils should behave when working in groups. The work was carefully planned, activities matched to the needs of the pupils and both the teacher and classroom assistant supported the different groups effectively.

19. The teachers have secure knowledge and understanding of the subjects they are required to teach and this is demonstrated in the range and the quality of the work that is produced by the pupils in mathematics. The teachers make good use of the objectives listed in the Numeracy Framework. Their planning is thorough and detailed and in most lessons the pupils are given challenging tasks. For example, in a good lesson in a Year 3/4 mathematics group all the pupils achieved well in relation to their abilities. They worked at a good pace reflecting the teacher's high expectations, had a clear understanding of what they were doing and made good progress in improving their knowledge of adding and subtracting using money. Most lessons begin with carefully directed whole class teaching and use well focused questions that enable them to check the level of the pupils' understanding. This is followed by small group and, on occasions, individual work that is matched carefully to the learning targets. The pupils are required to work at a brisk pace.
20. Examples of good teaching are found in all subjects and in almost all lessons the teachers' expectations of high standards of discipline contribute to the good progress made by the pupils. There is generally a calm and purposeful atmosphere in most lessons. The pupils quickly settle to work and maintain their concentration, even when not directly supervised. The rate and pace of learning by most pupils are good. They are motivated by the level of teaching, concentrate well and improve their skills. Knowledge and understanding in most subjects are good. However, although the feedback given to pupils on how they are doing and how to improve is good, comments in their books, especially at Key Stage 2, are inconsistent in approach and do not always provide points for improvement. Overall, the provision of homework is satisfactory but is not always consistent throughout the school. Where practice is good, comments are used to provide challenge and give encouragement.
21. Only one unsatisfactory science lesson was observed during the inspection. The learning objective of the lesson was to investigate the making of electrical circuits. However, because of unsatisfactory classroom management and insufficient instructions given to the pupils, this led to an unsatisfactory learning situation where most pupils were totally unaware of what they had been required to do. This resulted in pupils resorting to poor behaviour which was unchecked by the class teacher.
22. The pupils are given appropriate opportunities to use their literacy skills in history in Key Stage 2. However, there are few examples of their skills in numeracy being used in other subjects. The pupils with special educational needs make appropriate progress and benefit from the individual teaching from special needs support assistants. Teachers plan appropriately for lower ability groups in lessons but there is little indication of how the individual needs of pupils with special educational needs are to be met, linked to targets on their individual education plans. Although teachers meet regularly with the special educational needs co-ordinator to discuss pupils' needs and to set targets, the teachers do not actually write the individual education plans and do not use them effectively to meet the needs of individual pupils. Support staff are used effectively to work with lower ability groups in lessons and to support pupils with statements of special educational needs across the curriculum as well as for literacy and numeracy.

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

23. The overall quality and range of learning opportunities is satisfactory with a broadly based and appropriate range of subjects taught. All subjects meet the statutory requirements including information technology, which was an issue identified in the previous report. The school satisfactorily follows the locally agreed syllabus for religious education. The quality and range of learning opportunities for children in the foundation stage are good and planned well in accordance with the early learning goals. There are effective strategies for teaching literacy and numeracy and these are having a positive impact on teaching and learning.
24. Since the previous inspection the school has developed its curricular planning and incorporated national guidance into most schemes of work. However, although identified in the previous report, there are still no schemes of work for geography and music. This is having a negative impact on standards in geography. Termly plans are completed by teachers in units or year groups, depending on the subject, and are used effectively by teachers when planning weekly. These now give a clearer indication of what is being taught and how the needs of most of the different ability groups are being met. However, they do not show clearly how the needs of pupils with special educational needs are being met in each lesson nor are they linked to their individual education plans. The introduction of grouping according to ability for mathematics in Key Stage 2, the additional literacy strategies and programmes to support weaknesses in reading have a positive impact on standards in reading, writing and number. Although the literacy and numeracy strategies are improving skills in these curriculum areas, they are not yet being used effectively across other areas of the curriculum such as history, geography and religious education.
25. Provision for personal, social and health education is good and has improved significantly since the previous inspection. It is taught through the general ethos of the school, in other subjects and at times when pupils sit quietly in a circle and discuss issues with their teacher. Collective acts of worship also make a contribution when moral issues such as helping each other are addressed. The school has a satisfactorily planned programme for sex education and drug awareness.
26. There is a wide range of extra-curricular activities available for pupils. These include many sporting activities, poetry club, dance/drama club and recorder club. They have a positive impact on pupils' learning. Although some clubs are age restricted, they are well supported by both boys and girls and the school has a good reputation for their success in sporting competitions. Provision is very good and has been maintained since the previous inspection. Parents expressed some concerns about a lack of extra-curricular provision but the inspection team cannot justify these.
27. The contribution of the community to pupils' learning and the relationships with partner schools are good. The school has good relationships with the local church and clergy. Pupils visit a local senior citizen's home and organise carols in the community each year. They have the opportunity to attend residential trips in Years 4, 5, and 6. Visits by theatre groups and storytellers provide other valuable links with the community. There are good links with the local secondary schools and pupils in Year 7 are paired with pupils in Year 6 for reading activities. These older pupils support them well when they start in the secondary school. Some higher attaining pupils have the opportunity to have specialist teaching in mathematics from teachers at the grammar school.

28. The overall provision for pupils with special educational needs is satisfactory. Pupils are often effectively supported in the classroom by learning support assistants and through activities planned to support the lower ability groups. However, the individual education plans do not have clear, specific targets and are not used enough by teachers when planning tasks to meet their individual needs as identified on the plan. Provision for pupils with statements of special educational needs is being appropriately implemented and their needs are met.
29. Provision for pupils' personal, including spiritual, moral, social and cultural development is good overall and has been maintained since the previous inspection. Moral awareness and social growth are suitably promoted through a range of planned opportunities across the curriculum. The provision for pupils' spiritual development is satisfactory but is limited, with few opportunities for pupils to reflect on aspects of their lives and the wonder of the world. Collective acts of worship are suitably planned to ensure a continuity of themes but often lack opportunities for quiet reflection or an appreciation of the music being played.
30. The provision for the pupils' moral and social development is very good. The home/school contract ensures that boys and girls clearly know what is expected of them and are aware of the sanctions and rewards that are in place. The school rules are prominently displayed in classrooms and often shared with the pupils to reinforce expectations. In most classes, pupils are encouraged to take responsibility for routine daily tasks such as collecting books at the end of lessons. Pupils in Year 6 have the opportunity to be house captains, librarians, and register monitors. They confidently show guests around the school and take responsibility for answering the telephone. In lessons pupils are encouraged to work together and support each other. The whole ethos and relationships between all in the school provide the pupils with very good opportunities to develop their moral and social skills.
31. Provision for pupils' to learn about and appreciate their own culture is satisfactory but there are limited opportunities for pupils to develop an understanding and appreciation of the diversity and richness of other cultures. This was an area identified in the previous report and has not been addressed sufficiently. Art, music and visits from theatre groups provide some opportunities for pupils to gain cultural awareness but this remains underdeveloped in most areas of the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Overall, procedures for the assessment of academic performance are satisfactory and are well developed in the core subjects of English, mathematics and science. They help to identify appropriate groups for mathematics lessons and this is clearly benefiting pupils' learning and attainment. The school uses information from the end of key stage national assessment tests and optional tests to set targets for pupils. The senior management team and unit leaders sample work to monitor for consistency in expectations and marking. Pupil profiles provide further information and, although entries are not always dated, teachers have a clear idea of pupils' personal development and of those areas where they may need additional support.
33. The school makes good use of data prepared by the local education authority's research and information team. This is used well to assist in examining school performance and identifying its strengths and weaknesses in setting targets and allocating resources.
34. There are satisfactory procedures in place to assess pupils with special educational needs. Individual education plans are reviewed once or sometimes twice a year but it is difficult to assess their effectiveness because targets are often not specific and

measurable. This has an impact on moving pupils through the stages of the special needs register and for deciding what specific help each pupils needs. Pupils with statements are appropriately supported and their needs are satisfactorily met.

35. The school's ethos and the very high expectations of teachers and adults working within the school are successful in promoting pupils' very good standards of behaviour in and around the school and during lessons. The school has an effective behaviour policy, which is consistently applied by staff and well understood by pupils, who value the praise and recognition of staff. They accept that sanctions, such as being 'sent to the wall,' missing part of a break or being sent to the headteacher, are applied fairly. Neither pupils nor parents identify bullying as a problem and the school acts as a community with very good relationships that is free from oppressive behaviour. Pupils are confident that if they voice concerns, including those about friendship breakdowns, to any member of staff they will be listened to and the issues will be addressed sympathetically and effectively. Parents are involved fully when it is found to be necessary. The effectiveness of the strategies employed and the close monitoring ensure high standards of behaviour, an absence of oppressive behaviour and very good personal relationships. These together have a very positive effect on both attainment and progress.
36. The school has good procedures for monitoring attendance and punctuality and seeks to encourage parents to take holidays outside term time. However, this does not always prove to be possible. In those cases where concerns are identified, the school seeks to work in partnership with parents and outside agencies to address them. Registers are marked accurately and, if the school has cause for concern about the attendance of a particular pupil, parents are contacted on the first day of absence.
37. Child protection procedures are satisfactory and comply with requirements. The school is vigilant and sensitive in exercising its responsibilities and there are good liaison arrangements with outside agencies. The school uses the local area protection committee's guidelines. The headteacher is responsible for child protection and has undertaken appropriate training although this has not been updated in recent years. All staff are familiar with the procedures to be followed in the case of any concerns and these are reinforced through the staff handbook, during induction for new staff and through staff meetings. The school has an appropriate policy for the use of restraint to protect pupils from harming themselves or others.
38. The school has a satisfactory health and safety policy, although records are poorly maintained and current staff have not received training. There is some evidence of risk assessments being carried out, but the records are incomplete and barely adequate. Although there is no documentation to support the action taken by the governing body to address a safety concern identified in the previous inspection, it is considered that the governing body took appropriate action, based upon a professional risk assessment, to address this.

39. Safe practices are promoted in lessons although very occasionally, such as in a Year 2 physical education lesson, teachers are insufficiently aware of individual pupils. Teachers are successful in ensuring that pupils understand the need to behave and act sensibly for the safety of themselves and others.
40. The school carries out regular safety audits, but the limited documentation does not indicate that there is any immediate follow up to ensure that action is taken. However, when defective equipment is identified, it is taken out of use and there is a good awareness of safety throughout the school. Physical education apparatus, electrical and fire equipment are regularly tested and fire drills conducted.
41. The arrangements for providing first aid are satisfactory. A large number of staff hold current emergency first aid certificates and one part time member of staff holds a full first aid certificate. This level of training ensures that throughout the day, in both buildings and on visits, an adult with experience in first aid is available to deal with any emergencies. Pupils are looked after well. First aid supplies meet requirements and are readily accessible. Accident records do not follow a consistent format and the level of detail varies, but they are generally appropriately recorded and informally reviewed by the headteacher to identify any risks.
42. Outside agencies and education specialists provide good support and advice for pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school's partnership with parents is good. The effective partnership between school and home is promoted through the home/school agreement, satisfactory communications and the very good involvement of parents in the life and work of the school.
44. Parents generally express positive views of the school and almost all parents state that their child likes school and that pupils are making good progress. Parents believe that the quality of teaching is good and standards of behaviour are good. They feel comfortable in approaching the school with concerns and questions and believe that the school has high expectations of pupils. A significant minority of parents express some concern about the amount of homework that is provided, the information received about progress, the closeness with which the school works with parents and the range of activities outside lessons. The inspection supported the positive views of parents and, although information about progress did not include any specific targets, was unable to support their concerns, particularly in relation to the provision of activities outside lessons.
45. Parents of pupils with statements are satisfactorily involved with annual reviews of their child's statement and parents are invited formally to meet with the special needs co-ordinator to discuss their child's needs at earlier stages, particularly at the twice-yearly parent interviews. However, they have very little involvement in reviewing individual education plans or setting targets to support their child in their learning.
46. Parents play a very important part in the life and work of the school. Their contribution benefits both pupils' learning and the environment of the school and the parents support is valued by staff and pupils. Parents provide financial support, effective assistance in classrooms and practical help. The Friends of Sherwell Valley (FOSV) raise very significant sums of money through events. These involve pupils, parents and staff, and include events such as a party on bonfire night, summer and Christmas fairs. Parents also contribute generously to fundraising activities

organised by the school. Through parents' fundraising activities the school was helped to provide two new classrooms without funding from the local education authority. The FOSV have, in the last year, funded playground apparatus, new curtains in the infant hall and books to support work in literacy. Parents help in classrooms by hearing pupils read, supporting pupils in changing their library books and assisting with practical activities. Parents also assist with the supervision of pupils on educational visits. In addition, parents have provided very good practical support for projects such as painting the stage blocks, helping with the maintenance of the children's garden areas and providing refreshments at meetings organised by the school.

47. Parents provide good support for the work that pupils are expected to do at home and most parents hear their child read on a regular basis and contribute to the reading diary. This support is particularly good for children in the Foundation Stage. The setting of homework is inconsistent and sometimes, when it is limited to completing work, fails to extend classroom learning. However, the support of parents for children's learning at school and at home benefits learning and attainment.
48. The overall quality of information provided for parents, particularly about progress, is satisfactory. Parents receive good details of the curriculum that is being covered, through the 'learning together' booklets. These are produced by the school and help to provide opportunities to support learning at home or when making family visits. Annual reports are carefully written and comments show that teachers have a good knowledge of individual pupils and their attitudes to work. However, they fail to identify targets that can assist parents to help their child to improve and move to the next stage of their learning. The school has already planned to review the style and format of Key Stage 1 reports. Annual progress reports are supported by two consultation evenings, which are well attended by parents. They are also given the opportunity to meet with staff after the issue of the annual report. Staff in both the Foundation Stage and Key Stage 1 are particularly accessible to parents. They discuss any concerns and seek to establish an ethos of partnership between school and home that will last throughout each child's time at Sherwell Valley.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher, his deputy and the unit leaders, with the support of the governing body, play a key role in determining the educational direction of the work of the school and in seeking to raise standards of teaching and attainment. Since the previous inspection, the school has continued to use its resources successfully to achieve well-defined educational objectives that are clearly supported by very good financial planning. Many of the school's efforts have been directed at introducing the National Literacy and Numeracy Strategies and bringing about improvements in English and mathematics. The work of the school in these two areas has been more prominent than the work in other subject areas. In these two subjects, the headteacher, senior management team and coordinators are having a positive impact on raising standards and improving the quality of planning and teaching. In other subjects, the monitoring role of co-ordinators is not yet fully developed. The majority of subject co-ordinators are clear about areas that need to be improved but have not, as yet, had sufficient time to carry out this work.
50. The overall management of pupils with special educational needs is satisfactory but there are some weaknesses in the overall administration. The co-ordinator only works part-time and has a significant teaching commitment, which makes it difficult for her to fulfil her role effectively.

51. Staff share the same commitment to providing good opportunities for pupils to learn. The school's aims, to develop skills, understanding, self-discipline, good manners and a sense of responsibility are well reflected in its work. Relationships throughout the school are very good and all pupils are able to benefit from the opportunities provided by the school.
52. The governing body fulfils its role in the governance of the school very well and plays a very influential role in its strategic management. Governors are very supportive of the headteacher and fulfil the role of 'critical friend' very effectively, both challenging and supporting the senior management team very well. Governors have a very good understanding of the strengths and weaknesses in the school and, through their working practices, are effective in holding the school to account for the quality of education that it provides. Governors are actively involved with the school, assisting with assemblies and teaching pupils about life in Victorian times and visiting classrooms to monitor the implementation of the National Literacy and Numeracy Strategies. They fulfil their statutory responsibilities very well.
53. The school monitors and evaluates its performance well, although the main focus has been in literacy and numeracy. The headteacher, senior management team, subject co-ordinators and local education authority advisers have effectively monitored the quality of teaching in these areas over the last two years. Little monitoring has occurred in other subjects. Written accounts of these observations have enabled the school to identify both individual and whole school strengths and weaknesses and targets have been provided for improvement. The analysis and use of performance data, such as annual standardised assessment results and non-verbal reasoning tests, have enabled the school to identify individual pupils' strengths and weaknesses and target support.
54. The school has prudent budgeting based on realistic development planning. The governors contribute very significantly to the planning process by maintaining a strategic overview and bringing to discussions a wide range of relevant experience and expertise. Development planning is effective at both whole school and departmental levels. The school development plan informs both planning on termly basis and budget setting. In all cases, priorities are clearly identified and correspond with the school's current needs. There is a close association between educational and financial planning and implications for specific proposals are carefully considered. Priorities are related to raising standards of attainment.
55. The management of the school's finances is very good and strict financial control and monitoring enables the school to manage with a very small contingency provision that can be supplemented by the school fund. All staff and governors contribute to the school improvement plan, although consultation with parents is limited. Priorities are determined which inform the financial planning in the school. The governing body, through the finance committee, monitors expenditure carefully. The school uses its resources to very good effect to support pupils' learning. Funds allocated to support pupils with special educational needs are used appropriately. The school has very good procedures to ensure that it applies the principles of best value through use of data to compare itself with other local schools and fair competitive tendering. For example, when the school applied for a contractor to supply computer equipment, they took into account all factors, including an evaluation of the quality and level of ongoing support that would be provided.
56. The match of teachers and support staff to meet the needs of the curriculum is good. Teaching staff are appropriately qualified to teach children in the nursery and pupils in both Key Stages 1 and 2. Although first qualifications do not always match

coordinator responsibilities, there is a broad range of expertise among the staff. However, there is no music coordinator and this affects the development of that subject. Administrative support is sufficient to meet the school's needs and the staff make a good contribution to the smooth running of the school. The amount and range of in-service training undertaken by the staff are good and contribute considerably to meeting the priorities identified by the school and to professional development. Induction arrangements for new staff are satisfactory as is the support provided for newly qualified teachers.

57. The school have developed a good strategy for performance management, which is well supported by rigorous internal and external monitoring of teaching. Appropriate training has been organised for later this term.
58. The overall accommodation is satisfactory for delivery of the curriculum, although some classrooms in Key Stage 2 are a little cramped and restrict movement. The school has two halls that provide very good accommodation for physical education and other activities. Books are readily accessible and library areas in both buildings provide appropriate foci for independent learning. The grounds are very attractive and provide a good resource for pupils' physical development, although they are underdeveloped as a resource to support areas of learning such as science. Although it does not impact on standards, the Key Stage 2 hard surfaced playground is in poor condition and extensively cracked. Displays within the school are well used to celebrate pupils' work, activities and success and are linked to areas of the curriculum.
59. The school has an adequate range of resources to support most areas of the curriculum. Resources for information and communication technology have been significantly improved since the time of the previous inspection, when they were judged to be unsatisfactory. A very good computer room with Internet access has been recently established and this will enable the full curriculum to be delivered. Resources to support the teaching of geography are limited and this has an impact on standards. There are insufficient listening materials and tuned percussion instruments to support the teaching of music. Resources are well organised to maximise their effectiveness within a school that has two distinctly separate buildings.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve the quality of education further, the governing body, headteacher and staff should:

- (1) Clarify the systems in place for pupils with special educational needs by;
- ensuring that teachers introduce clear measurable targets for pupils on their individual education plans which meet their specific needs;
 - establishing appropriate procedures with all those involved in the pupil's education (teachers, parents and other agencies) to ensure that the plans are regularly reviewed and progress is carefully monitored;
 - identifying clearly on short-term planning how the teachers are going to meet the specific needs of these pupils.

Paragraphs 22, 28, 34.

- (2) Improve standards at age 11 in information and communication technology, geography and design and technology by:
- using the new suite of resources to develop information and communication technology;
 - formulating a scheme of work for geography;
 - ensuring that design and technology skills are taught progressively throughout the school.

Paragraphs 24, 98, 101,102,105,113.

- (3) Ensure that marking throughout Key Stage 2 is consistent and is used to promote learning.

Paragraph 20.

- (4) Prepare pupils to live and work in a multi-cultural society by promoting understanding and respect for ethnic and cultural diversities.

Paragraph 31.

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:

- Devise a scheme of work for music to ensure that skills are taught progressively throughout the school.
Paragraph 24.
- Ensure that risk assessments are carried out and recorded on a regular basis.
Paragraph 38, 41.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	16	43	39	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	403
Number of full-time pupils eligible for free school meals	N/a	58

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register	4	114

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence	%
School data	4.7
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	35	30	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	33	35
	Girls	28	30	29
	Total	57	63	64
Percentage of pupils at NC level 2 or above	School	88 (95)	97 (92)	98 (94)
	National	82 (76)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	33	35
	Girls	27	28	30
	Total	56	61	65
Percentage of pupils at NC level 2 or above	School	86 (92)	94 (95)	100 (97)
	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	32	31	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	27	27
	Girls	27	23	23
	Total	55	50	50
Percentage of pupils at NC level 4 or above	School	87 (66)	79 (62)	79 (71)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	27	28
	Girls	26	23	26
	Total	53	50	54
Percentage of pupils at NC level 4 or above	School	84 (72)	79 (72)	86 (74)
	National	68 (65)	69 (65)	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	0.3%
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0.5%
White	98.4%
Any other minority ethnic group	0.8%

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.7
Number of pupils per qualified teacher	24.2:1
Average class size	28.2

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	175

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23:1

Total number of education support staff	1
Total aggregate hours worked per week	97

Number of pupils per FTE adult	11.5
--------------------------------	------

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	733,957
Total expenditure	710,895
Expenditure per pupil	1,549
Balance brought forward from previous year	1,577
Balance carried forward to next year	24,639

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	491
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.	53	45	1	1	0
My child is making good progress in school.	41	52	4	2	0
Behaviour in the school is good.	41	56	2	0	0
My child gets the right amount of work to do at home.	21	52	14	4	9
The teaching is good.	46	52	1	1	0
I am kept well informed about how my child is getting on.	22	57	17	1	2
I would feel comfortable about approaching the school with questions or a problem.	53	40	4	1	1
The school expects my child to work hard and achieve his or her best.	64	33	2	0	1
The school works closely with parents.	30	50	16	2	2
The school is well led and managed.	51	41	4	0	3
The school is helping my child become mature and responsible.	43	53	4	0	0
The school provides an interesting range of activities outside lessons.	19	49	18	3	11

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

61. Children are admitted into the Nursery class on a part-time basis at the age of three and a half. They spend approximately two terms in this class and then move to one of the Reception classes when they are four. When the children enter the Nursery class their overall attainment is generally in line with that expected for their ages. All children, including those with special educational needs, make good progress. This is as a result of good teaching and a range of well-planned activities. The learning support assistants in both the Nursery and Reception class make a valuable contribution to the standards achieved in these two classes.

Personal, social and emotional development

62. By the end of the foundation stage the children have made good progress in their personal and social development and a significant number are achieving levels that are above agreed expectations for their age. Good relationships are established between the children, their families and staff. The daily routines and rules form the basis for developing the children's understanding of the organisation of the school and the wider community. Teaching is very good in this area of learning and enables the children to grow in confidence and to use their initiative. An example of this is the way in which the children in both the Nursery and Reception class select activities for themselves and follow the rules about the maximum number that is allowed to be working with certain equipment. They develop positive attitudes to learning and good relationships with adults and other children. Both the Nursery and Reception provide a secure and caring atmosphere where the contributions of all the children are valued. The teachers use praise and encouragement and this contributes to the growth of the children's self-esteem. For example, the children in Nursery are encouraged to dress themselves after physical activities in the hall. They learn to understand that if they do not put their clothes on correctly at first then they should persevere. The children are encouraged to think about their actions and concentrate well when the whole class is gathered together. For instance, children in Reception confidently discuss how they feel when they quarrel with a friend. The previous report referred to the children frequently lacking opportunities to gain experience through practical exploration and independent investigation. During this inspection the children were observed demonstrating a good level of independence by working in groups, sharing resources sensibly and concentrating on tasks set. This is a significant improvement in this area of learning.

Communications, language and literacy

63. By the end of the foundation stage, standards in literacy and numeracy are as expected and children have made appropriate progress. In both the Nursery and Reception they listen carefully to the teachers. There is a very clear emphasis in the teachers' daily planning on developing the children's language and literacy. The quality of teaching and learning is good overall and the skills of speaking and listening are developed well in teacher directed activities. Good opportunities are provided for imaginative play in the role - play area where adults interact with the children. For example, in the Nursery, adults promote speaking and listening skills by involving children in imaginary telephone calls. The children listen to the teacher and to each other and take turns to speak. They are confident when speaking to adults and in front of a larger group. In Reception they are taught to speak in more formal situations when talking to the whole class about the pictures in big story - books. Early reading skills are developed through the sharing of books and stories. Careful assessment by the teachers ensures that all of the children make good progress. They 'read' a book using picture clues and their own knowledge of the story. By the time they are in Reception, they are able to recognise many letters and their sounds. They learn that writing conveys meaning and are able to make predictions about events in stories. Higher achieving children are beginning to recognise familiar words and they develop an understanding of how a story is structured. The children enjoy books and are given an appropriate choice. They start to handle them appropriately in the Nursery and by Reception the children turn the pages carefully. Children start to make marks on paper in the Nursery and draw pictures to share their ideas. By the time that they move to the Reception class, many are able to write their own names and draw or trace letters correctly and record other information.

Mathematical development

64. Children make appropriate progress in mathematics and are in line to meet expected standards by the end of the foundation stage. Children participate readily in mathematical activities such as ordering and sequencing shapes, recognising numbers and ordering them correctly. Higher achieving children in Reception are able to recognise and give names of shapes such as a square, circle and triangle. The quality of teaching and learning is good. Members of staff take every opportunity to reinforce number, such as during registration time, by counting numbers present and those having a school dinner. All the children are enthusiastic and most of them count accurately up to nine. Higher achievers in Reception count to ten and beyond and, with the help of appropriate apparatus, add on two or take away two and give the correct answer. Children enjoy mathematical activities and talk about what they are doing with interest and enthusiasm. For example, they learn to use appropriate mathematical vocabulary such as full and empty when they play with water and sand.

Knowledge and understanding of the world

65. By the end of the foundation stage, children are in line to meet expected standards in this area of learning. In both Nursery and Reception, the children develop a good understanding of objects and materials used in everyday life. In role-play they learn to use buttons zips and understand that clothes need to be turned the correct way in order that they may be put on correctly. Children successfully create bubbles and look carefully at them as they float into the air. The quality of teaching and learning is good and the experiences that are planned for this age group successfully ensure that they make appropriate progress. For example, they study the beach and start to understand that the colours found there are mainly yellow and blue. They also know that when these two colours of paint are mixed together they make green. They recognise the colour of a fire engine and understand its purpose. During visits to the local zoo, the children observe the habitats of a variety of different animals and gain a good understanding of the lifecycle of chickens from first hand experiences. Children also learn about growth when they are given opportunities to grow cress. Children carefully select objects that are skilfully stuck, stapled or joined together. They use appropriate tools to cut or shape dough and confidently build using a wide variety of materials such as wooden blocks and plastic kits. The children confidently use computer programs. These are used to draw pictures and play both matching and number games. They also use listening centres with confidence to hear story tapes and play games. The children begin to gain an appropriate understanding of their own beliefs and cultures and those of other people. They become fully involved in Christmas festivities and successfully achieve an understanding of different ways of life when they are encouraged to dress up in costumes from around the world. During topic weeks throughout the whole school, the children learn about other cultures. For example, in the term previous to the inspection they were involved in the study of native Indians of North America and enthusiastically helped in the making of tee-pees, headwear and totem poles. They also had opportunity to taste the food eaten by these people.

Creative development

66. Achievement in this area of learning is appropriate and, by the end of the foundation stage, children reach expected levels. This is a significant improvement since the last inspection when opportunities for creative development were considered weak. They explore texture through the handling of a variety of materials such as play dough and junk materials. For example, they work with interest and motivation such as when they select materials and construct simple models using glue. They enjoy mixing colour and applying paint in a variety of ways such as brushing and printing. Higher achieving children sketch pictures of themselves and confidently draw features on their faces and include individual parts of body. They make musical shakers and experiment with the sounds that are made. In Reception groups of children compose simple songs and this is above expectations for their age. Role-play opportunities are provided including dressing up clothes and the children respond to these with enthusiasm and interest. The quality of teaching and learning is good. Experiences are well planned and the good use of language accompanies the teaching.

Physical development

67. By the time that they have reached the end of the foundation stage, the children have reached expected levels for their age. Many opportunities allow them to practise and develop dexterity with their hands, such as playing with small construction toys, jigsaw puzzles, cutting and sticking, bead threading and sewing and the use of pencils, crayons and brushes. They are also able to manipulate materials such as sand and play dough. Where larger movements are concerned, children run, jump, skip, throw and catch when using small apparatus, and ride or push and pull wheeled toys with skill appropriate to their age. The quality of teaching and learning is good. Children are well organised and carefully watched during physical development sessions. Good teaching and learning strategies ensures that all children have opportunities to make progress. This has improved since the last inspection when opportunities for structured play out of the classroom were considered weak.

ENGLISH

68. Standards of work achieved in English are above the national average at the age of seven and in line with national averages at the age of 11. Overall standards since the last inspection have improved in Key Stage 1 and have been maintained in Key Stage 2. In Key Stage 1, pupils make good progress in their learning both in lessons and over time. In Key Stage 2, scrutiny of work indicates that pupils make satisfactory progress over time. However, during the inspection good progress was being made in their learning because of the good quality of teaching that was taking place. This is largely due to the confidence in the delivery of the literacy strategy, which is having a positive impact on learning. Trends over the last four years indicate an improvement in both key stages, although some of the older pupils in the school have experienced staffing difficulties in recent years. The test results for pupils at the age of eleven presented in this report are much better than the national average. This is because this was a particularly able cohort of children and they are not representative of the past or current year group.
69. By the age of 11, pupils attain average standards in speaking and listening and express their opinions clearly in a range of situations. For example, pupils in Year 6 share important events in their lives with their peers. Pupils in Year 4 explain what a verb is and give examples of verbs from the text. In Year 3 pupils talk confidently about the different versions of 'Rumpelstiltskin'. Pupils across the key stage participate fully in discussions and talk quite confidently about their work and everyday experiences.
70. The seven year olds' attainment in speaking and listening is as might be expected. They are keen to answer questions and contribute to discussions. They listen attentively to adults and each other. Pupils in Year 2 talk about similarities and differences of lines in acrostic and alliterative poems. In a religious education lesson, some pupils in Year 1 confidently discuss the special places they go to when they need to be on their own.
71. The attainment of 11 year olds in reading is above the national average. Their reading skills are well developed and most read confidently for a range of purposes. Many can identify a favourite author and offer opinions on a range of books. For example, pupils in Year 6 know the differences between a biography and an autobiography and confidently use phrases from the text to explain their points. In Year 5 pupils read their parts in a play well using good expression. Pupils know how to use contents and index pages and many know how to use advanced reading skills of skimming and scanning text for information. They use the library confidently to develop their

research skills. The Additional Literacy Strategy, used with some pupils to improve their reading skills, is having a positive impact on attainment in reading.

72. By the age of seven, reading standards are above the national average. From the earliest stages pupils learn a range of strategies to tackle unfamiliar words and use these well. Most enjoy reading and have the opportunity to read a good range of books. Most really enjoy the shared text sessions and join in reading with expression. They talk about the contents of the book. For example in Year 1 pupils talk about the pictures in 'The New House' and in Year 2 they join in reading a number of poems. Although pupils understand the use of contents and index pages in books, few fully understand the purpose of the library or how to use it. The Reading Recovery Strategy introduced by the school to support pupils experiencing difficulties with reading is having a positive impact on their attainment and progress.
73. By the age of 11, pupils' attainment in writing matches the national average. Their writing is interesting and well presented. Spellings are mainly accurate and they have satisfactory experiences of writing for a range of purposes. For example, pupils in Year 6 plan in note form their autobiography in preparation for a piece of work to be sent to their secondary school. In Year 5 pupils confidently use dictionaries to find words to replace 'said' in the text and write interesting sentences to put in speech bubbles. In Year 4 most pupils can make up a sentence using past, present and future tenses. By the end of the key stage, ideas are developed interestingly and beginning to be organised effectively for the reader. However, many are reluctant to choose adventurous vocabulary to engage the interest of the reader.
74. Standards at the age of seven are above the national average. Pupils' writing is well organised and they are beginning to adapt their writing for different readers. For example, in Year 1 pupils write instructions for making their favourite sandwich and in Year 2 they write poems and letters. They use keyword charts and dictionaries well to spell unfamiliar words. Stories and events are sequenced logically and many are beginning to use a range of interesting vocabulary in their writing. Handwriting is neat but few use a joined style of writing.
75. The quality of teaching and learning is good in both key stages with 83 per cent good or better in Key Stage 1 and 58 per cent good or better in Key Stage 2. The monitoring of teaching by the senior management team and co-ordinator has been effective and teaching has improved since the previous inspection. The co-ordinator has worked hard to ensure the smooth implementation of the literacy strategy and supports her colleagues well. Lessons are well planned by the teachers who use their knowledge of the literacy strategy format. During the lesson introduction the learning objectives are clearly shared with the pupils. Because of this pupils respond well, with positive attitudes to their work, very good relationships and good behaviour. Teachers are skilled at questioning to promote discussions and use praise well to raise self-esteem. This has a positive impact on standards. Explanations are clear and the high expectations of presentation of work and attainment support learning well. A good pace is usually achieved and resources are well prepared. Where teaching is very good the pace is very good, praise is used extremely well and all pupils are made to feel very special. This has a very positive impact on their learning. Lower attaining pupils are well supported by classroom assistants and the Reading Recovery and Additional Literacy programmes are being used effectively to support these pupils. However, teachers do not clearly identify how they plan to address the targets that are set on individual education plans for pupils with special educational needs.

76. Assessment procedures are satisfactory and are beginning to be used effectively to set individual and group targets. However, marking is inconsistent and, although often positive, less frequently gives pupils an indication of what they need to do to improve their work. A satisfactory range of large books and graded reading books are used well to support learning. The emphasis on developing literacy skills is having a positive impact on attainment in English, but these skills are less effectively used across the curriculum.

MATHEMATICS

77. Inspection evidence is based on lesson observations, scrutiny of work, discussions with pupils and teachers and the results of national tests. From this evidence the inspection concludes that standards are above national expectations at the end of both key stages.
78. In Year 1 most of the pupils know their number bonds to 10 and can add any two numbers that make 10. Some transfer this skill to dealing with coins and are able to put two together to make 10p. A few pupils take this exercise on so as to add numbers to 20. Past work indicates that they know two-dimensional shapes, odd and even numbers and counting in two's.
79. In Year 2 pupils add three single digit numbers to make 10 and many add to 20. They have good knowledge of halving and doubling numbers that are more or less than a number and those that are in between. They have started to work out strategies to help solve these problems. Work was also seen on measurement, weighing, simple fractions, time, angles and money; all of these aspects were understood by most of the pupils.
80. In Year 3 pupils sort, describe and picture two-dimensional shapes. They are learning the properties and correct mathematical language that is used to identify the different shapes; nearly all of the pupils have a sound grasp of these facts. They count orally up and down in 10's, round up and down numbers to the nearest 10 and explain their thinking and ways of working out problems. The pupils collect data, sort it and display it on graphs. They are then able to interpret facts and information from the graphs. They multiply by 100, 10 and five have good knowledge of basic fractions and angles.
81. In Year 4 the pupils solve shopping money problems using their knowledge of the four rules to calculate up to a value of £3. They are also able to explain their workings and how they reached their answer. They have a good knowledge of symmetry, the properties of two-dimensional shapes and the 24-hour clock. Good work was seen on fractions, measurement of length and weight, negative numbers and data collection and display in graphs.

82. Year 5 pupils multiply and divide numbers with two and sometimes three digits. Most know a majority of their tables and add and subtract numbers up to 1000. They have good knowledge of decimals to two places; fractions, measuring weight capacity time and length, and solve speed problems. They identify two and three-dimensional shapes with their properties, calculate area and perimeter. They have satisfactory knowledge of probability, symmetry including rotational work, nets for three-dimensional shapes and the collection, display and interpretation of data.
83. The oldest pupils in Year 6 have a good knowledge of fractions. The properties of improper fractions, equivalent fractions and top-heavy fractions have all been understood with an awareness of the correct mathematical vocabulary. Most of the pupils know their tables, have a sound grasp of the four rules and place value up to one million. This enables them to be able to successfully calculate long division and multiplication. Good work was seen on probability, cubic measure, metric and imperial measures. Shapes, tessellations, algebra and statistical terms of mean, mode and median have all been taught and understood. The pupils are able to use the correct mathematical language when dealing with problems in the subject.
84. The National Numeracy Strategy has been satisfactorily implemented and all staff have received effective training. Numeracy lessons are divided into satisfactory time allocations. Most of the sessions have an effective mental warm-up and all have an appropriate plenary section at the end. Homework is set and supports the pupils learning satisfactorily. However, there is little evidence of information technology being used to support pupil's learning in this subject.
85. Overall the quality of teaching and learning is good. All lessons observed were at least satisfactory and most were good or very good. This represents an improvement on the last inspection when the teaching was overall satisfactory. Where teaching is good, the mental sessions are lively, have a sense of urgency and all pupils participate fully. In the best lessons the teachers have a clear idea of their objectives and set realistic, achievable and challenging targets. They use the correct mathematical language and lessons have good pace. There is a good range of resources that are well used and this has a good impact on teaching and learning.
86. Planning across the school is good and the teachers have adopted a system of tracking and targeting the pupil's potential achievements in the national tests. Regular assessments are made that provide a clear picture of pupil's progress. The subject is both organised well and monitored effectively by the enthusiastic co-ordinator. This has a positive impact on standards. However, the quality of marking is variable and inconsistent and there are variations in the expectations of pupil's presentation.
87. The recent introduction of setting for mathematics across Key Stage 2 classes has improved the progress made by the pupils, particularly the more able. This represents an improvement on the last inspection where raising standards for the more able was a key issue. Throughout the school the pupils respond well to the subject.
88. Pupils experience full coverage of the mathematics curriculum, with a greater emphasis now placed on their understanding and ability to explain and apply their calculations. This is an improvement since the previous inspection when they were weak in using and applying their knowledge.

SCIENCE

89. Standards of work achieved by pupils at the age of both seven and 11 are generally in line with national averages. All pupils, including those with special educational needs, make satisfactory progress and they acquire the appropriate knowledge and skills. Pupils learn how to describe and explain what they are doing in both scientific and technical vocabulary. Since the last inspection the proportion of science time spent in practical, investigative and experimental work has increased and this has had a positive impact on standards.
90. By the age of 11, pupils understand the concepts of circuitry, use conventional symbols in diagrams and confidently carry out practical investigations that involve making circuits. This is appropriate for their age. In Year 4, pupils satisfactorily discuss the requirements of a fair test and record their results in their own way. For example, they understand the concept of friction and are able to carry out experiments in the classroom with a variety of articles found in the classroom. Pupils in Year 4 also confidently use a variety of Newton meters to gather results. However, a small minority of individuals, within this age group, have difficulty in understanding the application of friction to everyday life.
91. By the age of seven, pupils have an appropriate understanding of materials and are able to classify a range of materials that includes metals, wood, fabric, plastic and paper. They also know that electricity is needed to light up a bulb and draw simple representative pictures of their successful circuits. Pupils carry out investigative tasks using magnets and study animals when finding out about life processes. Younger pupils are able to ask simple questions and use appropriate scientific language. For example, they describe glass as 'brittle'.
92. The overall quality of the teaching and learning is satisfactory. Teachers encourage pupils to ask questions and are given good quality opportunities to research possible answers. Lessons are built on pupils' previous knowledge and teachers' planning is effective with learning objectives clearly set out. These are successfully shared with the pupils and they settle to work quickly. Good use is generally made of questioning and this is matched to the differing needs of the pupils. They are usually keen to get on with their work and work together very well. A weakness is the quality of teachers' marking which is frequently inconsistent and does not always help the pupils' understanding of the subject. The management of pupils' behaviour is generally good and pupils listen with interest and concentrate fully on the task in hand. However, in one science lesson in Key Stage 1, pupils were allowed to get over enthusiastic. They did not listen to explanations and, because the pupils were not fully involved in their work, learning was unsatisfactory.
93. The newly appointed co-ordinator has not yet had an opportunity to have an impact on standards but has already put together an action plan for the year, which highlights improvements in planning. At present there is no tracking of pupils progress and the overall planning of the subject is not monitored. However, staff meetings have been allocated for the co-ordinator and non-contact days are planned to monitor and evaluate the teaching and learning in science. Cross-curricular links have been identified as an area to develop and the co-ordinator is successfully providing science-based books for guided reading sessions during the Literacy hour. This is already having a positive effect on the quality of the learning experience.

ART

94. Standards of work achieved at both seven and 11 are above those expected nationally. This is a good improvement since the last inspection when standards were considered average. All pupils, including those with special educational needs, make good progress.
95. By the age of seven, pupils create expressive pastel and crayon drawings to illustrate stories. Using the school environment as a background, pupils attempt close observational drawings and their work develops well. Year 2 pupils use oil pastels to combine colours into autumn shades and produce vibrant and interesting work. They experiment with colour and texture and freely express ideas. Well-organised shape patterns are also created and colour is used effectively. Pupils in Year 1 create attractive animal home collages by choosing and mixing their own materials. They design and talk about their models, such as lighthouses in Year 2, and are able to describe the materials they use and give reasons for their choices. Pupils choose painting brushes to suit their work and explain the different effects that will be created using brushes of varying thickness. Paintings of different sizes are interesting and colourful and show improving spatial awareness. Year 1 pupils mix techniques and produce original collage paintings of animal homes.
96. In Key Stage 1, pupils' understanding and development of skills are good. They recall and create images from memory in fine detail and close observational drawing develops well. Pupils' visual discrimination skills improve and they take care to reproduce accurately. Drawings also develop use of tone and line. Pupils produce paintings on different scales using and mixing colours well and show a developing use of perspective. They study the works of great artists and work in these styles. For example, in Years 5 and 6, there are some very good paintings in the style of Monet, Van Gogh and Lowry. The pupils also develop specific vocabulary and describe their likes and dislikes in art using language appropriate to the subject matter. Pupils discuss their work and this contributes towards the development of general literacy skills. Pupils listen to instructions and follow guidance well. They describe their work in an increasingly critical fashion and by the age of 11, they are able to suggest ways of improving their work. Pupils also work in three-dimensional form and discuss the advantages and disadvantages of various materials. Well-structured collages of sea scenes demonstrate effective use of colour and shape. Pupils have portfolios of work in which the full range of their experiences can be seen and which illustrate the progress made in various areas of art throughout the key stage.
97. The overall quality of teaching and learning is good. Teachers guide pupils well and allow freedom for their expressive skills. Pupils in both key stages really respond well to art lessons. They work hard and concentrate to achieve the results they want. They help and support each other. Pupils work well individually and also share ideas and create group work. Across both key stages, pupils listen carefully to instructions and persevere with their tasks. Pupils are challenged to engage full concentration. Throughout the school, pupils are generally well behaved in lessons, they listen well, ask for help, follow instructions carefully and are aware of safety requirements.

DESIGN AND TECHNOLOGY

98. Standards of work achieved by pupils at the age of seven are in line with national expectations but below at the age of 11. By the time pupils leave the school they satisfactorily use a variety of different cutting equipment, such as saws. They are able make plans, using a sequence of steps, when making a bungalow. However, they are unable to reflect on the progress of a design, recognise the qualities of a product, or generate ideas after considering information from different sources. Pupils are also unable to select or recognise appropriate tools and techniques and have no understanding of food technology. Pupils in Year 5 satisfactorily use levers before making a book with moving parts. In Year 4 they make a picture frame with strengthened corners and also satisfactorily construct picture frames with standing mechanisms.
99. By the age of seven, pupils are able to use a variety of materials to make both large and small models. For example, a large three - dimensional fish, which was hanging in the entrance hall of the Key Stage 1 building, had been made from tissue paper. Pupils are able to write simple lists of the materials that they will need. For example, pupils in one class wrote a simple list of materials that they would need for making a lighthouse; work that linked well with a science unit on electricity. Pictures in books provide suitable starting points for papier-mâché models of animals and construction sets are used to explore creativity. However, although the pupils use appropriate language to explain what they are doing, they are not familiar with design plans.
100. No judgement can be made on the quality of teaching and learning because only one lesson was observed during the inspection. However, this lesson was of very good quality. In this lesson, Year 1 pupils were using appropriate tools and techniques to join reclaimed materials. The lesson was well prepared and organised and very good relationships were evident between teacher and pupils. Discipline was good and learning was supported through praise and explanations. Pupils were able to identify moveable and fixed joints and the teacher encouraged pupils to share their experience during the plenary. The attitudes of the pupils were very good. They observed enthusiastically and were eager to participate. They shared resources well and communicated confidently with each other. This had a very positive impact on learning.
101. There has been no development in the subject since the last inspection and this is unsatisfactory. However, the co-ordinator has distributed the new national guidelines for the subject and has successfully linked these with the skills list formulated by the school. There is some evidence of co-operative planning across year groups but the application of skills is inconsistent. At the present time no assessment takes place and the co-ordinator does not see all the planning. This is unsatisfactory. The co-ordinator has half a day a term non-contact time and this is used to organise resources. An appropriate action plan has been drawn up and there are plans to support staff in order to raise standards.

GEOGRAPHY

102. Standards of work achieved by the age of seven are in line with national expectations. Standards of work achieved by the age of 11 are below national expectations. Samples of work made available during the week of the inspection were very limited and discussions with pupils indicated a low level of geographical knowledge. It is evident that little progress has been made over time. However during the inspection, three lessons were observed in both key stages and standards were in line with national expectations. This represents an improvement in the coverage of geographical skills to reflect recent changes in the national curriculum. This is a positive start to the raising of standards by the time the pupils leave school.
103. By the age of seven, pupils are able to identify Scotland, Ireland, Wales and England on a map of the British Isles. They understand that they live on an island and the majority of pupils know the difference between north, south, east and west. They understand the differences between old and new buildings and identify different types of housing. Many are able to recognise road signs on a photograph and are able to show an understanding of their environment from pictures. By the age of 11, a significant minority of pupils are able to identify features on a map and understand the use of a key. However, from the small amount of work seen and through discussions, it appears that little fieldwork is carried out. There is no study of a locality within the United Kingdom that contrasts to the Torquay area. There is little knowledge of the water cycle, weather and the way people improve or damage the environment. The amount of work completed in some of the year groups is very small. For example, class work for a whole year only contains a few maps, some drawings, very little written work and little evidence of sustained study.
104. Although there was very little evidence of appropriate teaching in the work scrutinised for the previous year, the overall quality of teaching and learning observed during the inspection week was good. Although only three lessons were seen, no teaching was unsatisfactory and much of it was of good quality. The lessons were well planned and had clear learning objectives. Good relationships had been established and skilful questioning ensured that the pupils clearly acquired new knowledge and increased their geographical understanding. During these lessons pupils were attentive and their attitudes were positive towards the subject. For example, in a Year 2 lesson pupils were particularly enthusiastic when they were encouraged to find their own town of Torquay on a map of the British Isles and this had a good impact on their learning. The activity selected for these pupils was most appropriate for their age and ensured that they were able to think and learn for themselves. Lessons are frequently linked to history topics and this has a positive impact on the pupils' learning. For instance, in a Year 6 geography lesson pupils were comparing maps of Victorian times and confidently discussed the impact wealth had upon buildings during this period in history.
105. The previous inspection recommended that a scheme of work be prepared, but because of changes in curriculum requirements this has not been a priority for development. There is a new co-ordinator who is aware of some of the inadequacies of the subject's delivery and has plans to write a scheme of work in the near future and to ensure full coverage of the curriculum.

HISTORY

106. Standards of work achieved at both age seven and 11 are above that expected for their age. All pupils, including those with special educational needs, make good progress. The oldest pupils in Year 6 achieve good standards when they use historical sources to find out information about the past. For example, they analyse historical statistics in the form of census data from Victorian times and extract information that helps to understand what life was like during those times. Previous work seen on Invaders and Settlers during early British history is also of a good standard and shows an understanding of what life in Britain was like over a thousand years ago.
107. Pupils in Year 5 achieve a good understanding of World War 2. They have good knowledge of the constrictions of life in Britain during the war and talk confidently about the blockade of the seas by the German navy and consequent food shortages. They know that there was a need to grow more food at home and understand why the cities had to be evacuated. Pupils are able to empathise with the effect this had on both the children who had to be evacuated and on the families in the countryside where they were housed. They learn about the effects of the war on Torquay and gain a good understanding of the impact of war on an area they are familiar with.
108. Pupils in Year 4 start to learn about the need to be analytical about historical sources and confidently make judgements on them. They work well collaboratively and understand that different interpretations can be made from historical material. Previous work on Ancient Egypt and the Tudors is of a high standard with much evidence of a good understanding of the major events, famous people and the changes that took place in the past.
109. Pupils in Year 3 work to good standards on a local study of Cockington. They develop a good knowledge of the needs of the people, farming and craftsmen in Norman times. They understand well the sense of time and how long ago these events took place. For example, they know that many crafts were important to Norman life, like blacksmiths, stonemasons and millers.
110. In Year 2 the pupils have a good knowledge of famous people such as Grace Darling and Sir Francis Drake. They have a good understanding of the circumstances that existed during different periods in history and know that time has elapsed since those famous people lived.
111. Previous work in Year 1 indicates that the pupils have a good knowledge of toys and transport in the past. This has given them a good understanding of the passage of time and how life was different in the past.
112. The overall quality of teaching and learning is good. Planning is carefully matched to pupils' interest levels and range of abilities. This has a good impact on learning. Pupils' presentation skills and handwriting are variable throughout the school but there are good examples of drawings and illustrations used to enliven their work. All the pupils show good understanding in history because they are given work that is well matched to their interest levels. These are not only taken from books but are also brought to life for them through visits to the local area and well-chosen resources. Visitors provide eyewitness evidence for pupils to question and gain understanding through empathy. For example, in Year 5 pupils benefit from a talk by grandparents about life during World War 2. They are successfully encouraged to consider and

discuss changes and the reasons for change, and know the difference between fact and opinion. This has a positive impact on their learning.

INFORMATION TECHNOLOGY

113. Standards of work achieved by pupils at the age of seven are similar to national expectations. Standards of work achieved by pupils at the age of 11 are currently below national expectations. However, a new computer suite has just been installed and is already enabling the pupils to use the Internet to research, Email to communicate and have experience of spreadsheets. It is clear from the lessons observed during the inspection that pupils' are learning rapidly and this is having a good impact on raising standards. The provision for information communication technology has much improved since the previous inspection and this is resulting in pupil's higher achievement and progress in their learning.
114. The overall quality of teaching and learning is satisfactory. Teachers plan effectively and share the learning objectives with pupils. Good interaction between pupils and teachers enables them to achieve these planned objectives. In the new information and communication technology suite, rules are well established and teachers demonstrate effective management skills. Most pupils enjoy using the computer suite and respond well to the opportunities provided. They work well together in pairs, sharing ideas and supporting one another when difficulties arise. This has a positive impact on their learning. Teachers promote good practice and the pupils treat the equipment with respect. For example, all pupils are expected to have clean hands when practising keyboard skills. Teachers work with increased confidence and this has a good effect on the development of the pupils' learning. Although there was evidence of a pupil using word processing skills in Key Stage 2 to plan an autobiography and computers were being used to support work in Key Stage 1, they are not yet an integral part of all lessons. However, a weakness in the teaching is the lack of planning to support the differing needs of groups of pupils and current plans does not take enough account of their previous experience.
115. Both the well-qualified co-ordinator and technician provide effective support and training for both teachers and pupils and there is a positive working relationship. The co-ordinator is aware of need to raise standards at age 11 and Year 6 pupils are being targeted for direct support. This is already having a good impact on the development of the pupils' knowledge and skills.

MUSIC

116. Standards of work achieved at both seven and 11 are in line with national expectations. This is an improvement since the last inspection when standards reached at 11 years of age were considered to be below national expectations. All pupils, including those with special educational needs, make appropriate progress.
117. By the age of seven, pupils sing enthusiastically and learn words easily. They sing in music lessons, repeat jingles in maths and sing when playing their playground games. They vary the level of sound and are expressive when singing their favourite songs. Teachers present a variety of types of song to extend pupils' knowledge of different styles. In both Year 1 and 2, pupils repeat simple rhythms accurately, using body percussion. They count and join in when directed and confidently know when to stop. Pupils identify high and low sounds and know the difference between fast and slow, loud and soft. Pupils know how to handle untuned percussion and understand which sounds each instrument makes. In most lessons, pupils are beginning to listen

carefully and are able to answer questions about what they hear. Most pupils transfer their enjoyment of music and responses to music to movement and are enthusiastic about devising movements to illustrate a variety of music.

118. By the age of 11, the majority of pupils sing tunefully. This is best when pupils know the song or have access to the words. Pupils are satisfactorily developing intonation and breathing techniques. However, pupils who have strong and tuneful voices are not presented with music that challenges their ability and repertoire provided is narrow. In Year 5 and 6, pupils are introduced to simple notation and are developing an understanding of its purpose. Pupils are able to describe the mood and character of different pieces of music. Overall, opportunities for pupils to compose their own musical pieces are limited, including the use of computer technology to support this work.
119. The overall quality of teaching and learning is satisfactory throughout the school. Through the use of taped lessons, provision is made for all pupils to take part in a range of activities that cover the entire National Curriculum programmes of study. Teachers encourage pupils to work together to create a musical response to a task. They present the response and peers are learning to both provide critical comments and suggest ways to improve responses. The school uses music to create atmosphere and effect at assembly time and pupils throughout the school listen well. This has a positive impact on their learning and, when describing their opinion of a piece of music, many pupils are developing their musical vocabulary. Pupils are also challenged to extend their ideas and increase their understanding. However, at times teachers lack secure subject knowledge and this results in a lack of confidence. This has an impact on standards because opportunities for pupils to be creative and imaginative in their compositions are weakened.

PHYSICAL EDUCATION

120. The standards achieved by pupils at age 11, are above that expected for their age and this is an improvement since the last inspection. At age seven, standards are satisfactory. Pupils experience the full National Curriculum programmes of study. In gymnastics, movement and games lessons, pupils make good progress in the development of their skills. They are taught to improve their skills, and work collaboratively throughout the school. Swimming is part of the curriculum for all pupils and they make good progress and enjoy the sessions. The school reports that over 80 per cent of pupils achieve the nationally set target of being able to swim 25 metres by the age of 11.
121. In Year 6, pupils move around the hall with increasing control, balance and poise. They successfully join floor movements of balancing with travelling into a sequence. They discuss and improve their performance to a high standard whilst working collaboratively in groups. In Year 5, pupils make good progress with the soccer skills of dribbling, intercepting and passing. They demonstrate co-ordination and control and are able to review their performance. In Year 4, pupils pass with increasing accuracy, learn to skilfully dodge and intercept in netball lessons. They are encouraged to work as a team and all play with increasing knowledge and enthusiasm. Pupils in Year 3 pupils show increasing skills in movement and are able to combine balances, rolls and jumps to develop a sequence. They rehearse and refine their movement combinations. The pupils are able to arrange and return the equipment in a safe and mature manner. Sporting activities after school enable the pupils in Key Stage 2 to develop these skills to a high level and this has a good impact on their learning.

122. In Year 2 gymnastics, the pupils learn to jump correctly. They confidently run and jump in a variety of ways and land safely. Pupils perform these movements with increasing control. In games they improve their ball and stick skills by learning to control a ball, pass it and dribble. In Year 1 gymnastics the pupils are making good progress in working out different ways to move across a space on hands and feet forwards and backwards. They also learn the important skills of using equipment safely.
123. The quality of teaching and learning is good overall. Lessons observed were at least satisfactory and many were of good or very good quality. The teachers encourage the pupils to take part with enthusiasm and challenge them to think about their performance and how to improve. All pupils enjoy physical education, their response is good and no bad behaviour was seen. The lessons are well planned and gradually develop the skill or sequence that is the lesson objective. Teachers have good knowledge of the subject, give clear instructions, emphasise how improvements can be made and give encouraging and appropriate praise. The pupils are taught how to analyse and comment critically on their own work and the performance of others; this is carried out with sensitivity. In all lessons observed, pupils are encouraged to warm up properly and are aware of the importance of exercise and safety. They are also taught to cool down correctly at the end of a period of exercise. Most teachers provide good role models by changing for lessons and all pupils change into smart and suitable clothing. Adults from outside the school who have high level sports skills are involved in teaching Key Stage 2 also and their expertise has a good impact on standards. A good range of physical education resources and facilities helps pupils develop their skills and enables them to be successful in local sports tournaments and matches.

RELIGIOUS EDUCATION

124. Standards of work achieved by pupils at both ages seven and 11 meet the targets set in the locally agreed syllabus. Standards have been maintained since the last inspection. The pupils make satisfactory progress in learning about Christianity, Judaism, Islam and Hinduism.
125. By the age of seven, pupils know some significant facts about the Christian religion. They know that there is a special book called the Bible and that it contains stories that are important to many people. Pupils know that there are different places of worship for followers of different religions. They talk about and visit the local church and where they know the clergy. Pupils understand what happens in the church and talk about certain ceremonies such as baptism and weddings. They talk about significant events in their own lives. Pupils confidently recall biblical stories such as Moses in the Bulrushes and the Ten Commandments. By the age of 11, pupils have a broad understanding of Christianity, Judaism, and Islam. For example, they know where adherents of each meet to worship and they describe the main features of Christian places of worship. Pupils name and describe some festivals in major religions, such as Easter, Christmas, Passover and Diwali. They relate to and discuss stories from Old and New Testament literature and discuss the meaning of the stories and the effect they have on the lives of people. Pupils write in detail about a wide range of religious topics and in Year 6 the written work on the religions of India is of a very good standard.
126. The overall quality of teaching and learning throughout the school is satisfactory. Teachers maintain interest and motivation through good story telling at Key Stage 1 and the use of open and probing questions to assess and extend understanding in Key Stage 2. They are successful in getting pupils to think for themselves. For

example, the pupils are encouraged to discuss moral issues and are developing an understanding of how people feel in different life situations such as losing a friend, death of a pet or a person and parents divorcing. Planning is organised and tasks are presented in an interesting and challenging way. However, the school has identified a need for upgrading procedures to keep in line with the newly published agreed syllabus. Pupils respond well to this approach and behaviour in lessons is generally good. Teachers make good use of visitors, artefacts and other resources to illustrate aspects of different religions. There are many displays around the school, which also promote interest in the subject.