

INSPECTION REPORT

WIDEY COURT PRIMARY SCHOOL

LEA area: Plymouth

Unique reference number: 113305

Headteacher: M J O'Sullivan

Reporting inspector: John Ayerst
3832

Dates of inspection: 4th – 8th December 2000

Inspection number: 225000

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and Junior School |
| School category: | Community |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Widey Court Primary School, Widey Lane, Crownhill, Plymouth. |
| Postcode: | PL6 5JS |
| Telephone number: | 01752 773909 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr Bryan Hall |
| Date of previous inspection: | 8 th October 1996 |

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| | | English as an additional language | The school's results and pupils' achievements |
| | | | How well pupils are taught |
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| | | Geography | |
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Widey Court Primary School is a large school with 515 boys and girls of 4–11 years of age. The catchment, from the immediate area and further afield, is mixed and the school's intake is from a generally average socio-economic spread. The proportion of pupils eligible for free school meals is well below average. There are 76 pupils with special educational needs, which is below average, but the proportion of pupils with statements for special educational needs is broadly in line with the national average. There is a small number of pupils from minority ethnic backgrounds and six have English as an additional language. Pupils join the Reception class at the beginning of the Autumn or Spring terms. Taken together, pupils' attainment on entry to the Reception class is broadly average. There is a higher than usual level of pupil mobility and recent years have seen an above average number of new teachers coming to the school.

HOW GOOD THE SCHOOL IS

Widey Court School makes good provision for its pupils and provides them with a safe and secure learning environment. Attainment is broadly average and is improving. Pupils make satisfactory progress over time and, while their achievements are below that of pupils in similar schools, the quality of teaching and learning is improving significantly. Pupils now make good progress in their lessons and their written work indicates good progress during the current term. There is every expectation that this good provision will begin to affect standards of attainment in the near future. The management and leadership of the school is good and all staff have a strong commitment to improvement. Overall, the school provides good value for money.

What the school does well

- The quality of teaching and pupils' learning are good.
- The school makes good provision for English, mathematics and science and standards are improving.
- Management and leadership by the senior team and governors are good.
- The school sets a very positive ethos for learning and has very good procedures for promoting good behaviour. Consequently, pupils' attitudes to school are good and their behaviour is very good.
- Provision for pupils' moral and social development is good.
- Parents make an important and effective contribution to their children's learning.
- The quality of display is very good and makes a significant contribution to the celebration of pupils' achievements across the curriculum.

What could be improved

- Standards in all subjects by continuing to develop the school's strategies for improving the quality of teaching.
- The curriculum is broad and balanced, but, in line with national guidance, it has been heavily weighted towards the core subjects of English, mathematics and science. With guidance changing to Curriculum2000, the school has recognised the need to give more weight and focus to other subjects.
- The arrangements for assessment have recently improved, but assessments do not yet provide teachers with sufficient information for planning in all subjects in all years.
- The practices for target setting do not consistently provide well-focused, timed and measurable targets for pupils to work to.
- Pupils at the Foundation Stage do not have a discrete outdoor area to use large toy apparatus to support their learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its last inspection. Following that inspection the head teacher and governors drew an action plan that addressed all of the issues raised. The subsequent four-year development plan ensured very good improvement for most of the issues.

Information and communications technology is now well set up in the school in terms of equipment and instruction, but the improvements have not yet had time to impact on pupils' attainments. Higher attainers are now challenged and extended in many lessons and the quality of teachers' planning is good in the core subjects of English, mathematics and science. The school has also made good progress in developing assessment in the core subjects to support that planning. Monitoring of the schools' activities, particularly of teaching, has improved considerably and the quality of development planning is very high.

Standards of attainment have improved since the last inspection, but have not yet reflected the improvement of provision that teachers are making. Progress is good in most lessons, but this has yet to impact on pupils' achievements at the end of the two key stages. The accommodation for the school is still unsatisfactory but has been much improved, and will be further improved when the new extension is completed. The building work for this is due to start soon.

STANDARDS

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

| Performance in: | compared with | | | | Key well above average A above average B average C below average D well below average E |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | Similar schools | |
| | 1998 | 1999 | 2000 | 2000 | |
| English | B | A | B | D | |
| Mathematics | B | C | C | E | |
| Science | B | C | C | E | |

In the year 2000 national tests at the end of Key Stage 1, pupils' results in comparison with all schools were average in writing and below average in reading and mathematics. They were well below average in all three subjects in comparison with similar schools. At Key Stage 2, comparison with all schools shows that standards in English are above average and those in mathematics and science are average. In comparison with similar schools, however, the results in English are below average and those in mathematics and science are well below average. Over the last four years the results at both key stages show a broadly upward trend that is in line with the national trend. Overall, boys perform a little better than girls.

The work seen during the inspection indicates that attainment is above the national expectation in English, and in line with expectation in mathematics and science, for most pupils at the end of both key stages. Taken overall attainment is average on entry. Pupils make satisfactory progress during the time that they are in the Foundation Stage and the majority are well placed to reach or exceed the Early Learning Goals by the time they are six. Even though some have been in the Reception classes for only a brief period of time. Through both key stages in English, pupils achieve well and make good progress. In mathematics and science they make satisfactory progress throughout the school. In other subjects, progress is mostly satisfactory and pupils' achievements are in line with expectations. In music, however, progress is unsatisfactory overall because too many teachers do not have sufficient subject knowledge and understanding to sustain progress as pupils move through the school. Pupils with

special educational needs generally make good progress towards the targets set on their individual educational plans.

The quality of teaching has improved significantly in recent years and pupils make good progress in lessons in all three subjects. Indications are that this is beginning to have a positive effect on their long-term progress and that standards of attainment at the end of both key stages are set to rise. The school has been given demanding targets to meet for the next few years, but strategies are in place and it is likely that the targets will be achieved.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils show good attitudes to school, which has a positive effect on their progress in lessons. |
| Behaviour, in and out of classrooms | Behaviour is consistently very good, both in lessons and around the school. |
| Personal development and relationships | Teachers know their pupils very well and very good relationships exist between pupils and between pupils and adults. The high quality of these relationships makes a positive contribution to the good personal development of pupils. |
| Attendance | Satisfactory. |

Very good standards of behaviour and enthusiasm for school make an important contribution to the good progress that pupils make in most lessons. The school sets a climate that is conducive to good 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 is good. In two thirds of the lessons seen during the inspection, the teaching was good or very good. It was satisfactory in 30 per cent and unsatisfactory in only 2 per cent of lessons. This is a significant improvement on the last inspection when teaching was broadly satisfactory. The improvement is the outcome of an energetic drive by the management and teachers of the school to improve the quality of teaching. In particular, to use the opportunity offered by the national literacy and numeracy strategies to be involved in whole staff training and professional development. It is to the teachers' credit that the changes have improved teaching so markedly. Pupils' learning is also good and they make good progress in lessons. Improvements in teaching and learning are too recent, however, for the effects to have impacted on longer-term progress and attainment at the ends of key stages.

Standards of teaching in the core subjects of English, mathematics, science are generally higher than in other subjects at both Key Stages 1 and 2. The good and very good lessons are rigorous and challenging, and teachers have very high expectations of pupils. In the very few unsatisfactory lessons, the level of task and the amount of work to be covered is inappropriate and the learning less productive. While teaching is generally satisfactory in music, a number of teachers have limited skills and understanding of the subject.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---------------|----------------|
|---------------|----------------|

| | |
|---|---|
| The quality and range of the curriculum | Curriculum provision is sound and is supported very well by links with the local community. |
| Provision for pupils with special educational needs | Provision is good and well managed by the special educational needs co-ordinator with the support of the special educational needs team and teaching assistants. |
| Provision for pupils with English as an additional language | Good provision is made for the few pupils for whom English is an additional language. Most are bilingual, but where necessary effective support is given. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The very good provision for pupils' spiritual, moral, social and cultural education is very effective in raising pupils' awareness of themselves and others. It focuses on the need for pupils to live together happily and makes an important contribution to the very good relationships that are apparent in the school. |
| How well the school cares for its pupils | The school's arrangements to ensure the pupils' welfare, health, safety and protection are very good and reflect the caring ethos of the school. Procedures for monitoring progress are good in English, mathematics and science. Target setting for pupils is in its early stages. |

The curriculum for Key Stages 1 and 2 has satisfactory breadth and balance, but it has been heavily weighted towards the core subjects of English, mathematics and science. Strategies to promote literacy and numeracy are well established, but time for some foundation subjects is low, particularly in areas where pupils engage in practical creative activities.

Provision for pupils to extend their experiences through extra-curricular activities is good at Key Stage 2, but limited at Key Stage 1. Parents and the wider community make a very strong contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good leadership overall. The monitoring, evaluation and improvement of teaching is effective. Development planning is of very good quality and is an effective tool for taking the school forward. Leadership of subjects is of mixed effectiveness, mostly because leaders of English, mathematics and science have had more opportunities to monitor and develop learning in their subjects. |
| How well the governors fulfil their responsibilities | Governors are well informed about the school and are effective in discharging their responsibilities. They make a positive contribution to the life and work of the school. |
| The school's evaluation of its performance | Good and improving significantly. |
| The strategic use of resources | Good. The school is very well staffed to meet its curriculum needs. The learning support assistants make a strong contribution to pupils' progress. Resources are generally satisfactory and good in some areas. Accommodation is improving, but is not yet satisfactory because there is no dedicated play area for children in the Foundation Stage. |

The head teacher provides good, firm, consultative management and a clear vision for the school. With the support of governors and the deputy headteacher, he provides a strong sense of purpose and a positive ethos, which is effectively promoting high standards and a good quality of teaching and learning. The school manages its finances very well, budget planning is good and both headteacher and governors have a clear grasp of the issues and amounts.

The school is well staffed and resources are sufficient. Accommodation is unsatisfactory. The school makes very good use of a widespread site with many temporary buildings and provides a warm, welcoming and stimulating environment. It is not possible, however, to fully overcome the shortage of space and the lack of provision for a separate playground area for the Foundation Stage is a

considerable constraint on progress for those children. The new building programme will bring considerable improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • A large majority of parents consider that their children like school. • Most perceive the school as being very approachable. • Parents judge that their children benefit from good teaching. • Behaviour is good. • The school expects its pupils to work hard. | <ul style="list-style-type: none"> • A number of parents express dissatisfaction with the information they receive on their children's academic progress. • Some consider that the range of extra-curricular activities is limited. • Some parents are critical of the amount of homework that pupils are asked to do. • Some parents consider that the school does not work closely enough with its parents. |

The inspectors do not fully agree with the parents' views. They agree that the school is very approachable, and that teaching, with few exceptions, is good and that the pupils' behaviour is very good. However, they consider that the information for parents on their children's academic progress is good and that the school works hard to include parents in its activities. The provision for extra-curricular activities is satisfactory overall, it focuses mostly on pupils in Key Stage 2 and there is less provision for younger pupils. Some parents consider that the school provides too much homework, and others that it provides too little. The inspectors agree that it is inconsistent, but recognise that there are examples of good quality homework being set.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the year 2000 national tests at the end of Key Stage 1, pupils' results in comparison with all schools were average in writing and below average in reading and mathematics. They were well below average in all three subjects in comparison with similar schools. At Key Stage 2, comparison with all schools shows that standards in English are above average and those in mathematics and science are average. In comparison with similar schools, however, the results in English are below average and those in mathematics and science are well below average. Over the last four years the results at both key stages show a broadly upward trend that is in line with the national trend. Overall, boys perform a little better than girls.
2. The work seen in pupils' books and in lessons during the inspection indicates that attainment is above the national expectation in English, and in line with expectation in mathematics and science, for most pupils at the end of both key stages. Children enter the school with a wide range of attainment, but taken overall, attainment is average on entry. They make satisfactory progress in the Foundation Stage and the majority are well placed to reach or exceed the Early Learning Goals by the time they are six. Even though some have been in the Reception classes for only a brief period of time. Through both key stages in English, pupils achieve well and make good progress. In mathematics and science they make satisfactory progress throughout the school. However, the quality of teaching has improved significantly in recent years and pupils make good progress in most lessons in all three subjects. Indications are that this is beginning to have a positive effect on their long-term progress and that standards of attainment at the end of both key stages are set to rise.
3. In other subjects, progress is mostly satisfactory and pupils' achievements are in line with expectations. In music, however, progress is unsatisfactory overall because too many teachers do not have sufficient subject knowledge and understanding to sustain progress as pupils move through the school.
4. In English, pupils make good progress in speaking and listening throughout both key stages because teachers and other support staff build successfully on what pupils know and what they need to do next. The value and respect shown for pupils' contributions in lessons enables them to develop speaking and listening skills with confidence. Pupils are carefully taught subject specific vocabulary so that their knowledge of words is increasing at a good pace across the curriculum.
5. Good progress is made in reading throughout both key stages because teachers provide frequent opportunities across the curriculum for pupils to read. Pupils are eager to read and frequently do so both individually and collectively during class and group work and because teachers set very good examples, even the youngest pupils in Key Stage 1 are incorporating expression into their reading. Because comprehension skills are now taught well, pupils happily talk about what they have read and identify favourite authors. Pupils in Year 6 are rapidly developing their understanding of inference and deduction.
6. All pupils make good progress in writing. Pupils in Year 1 use simple words and phrases correctly, spelling of simple words is often correct and writing is legible. At Key Stage 2 younger pupils recognise and use an increasing number of verbs, adverbs, adjectives and pronouns because grammar is well taught. They change the style of writing to suit the purpose. Older pupils in the key stage use alliteration effectively in their character descriptions. Their sentences are more complex and they give clear explanations on the use and content of paragraphs.
7. At Key Stage 1, most pupils of average ability have a secure knowledge of the appropriate language of mathematics and use the number bonds of ten in addition and subtraction of larger numbers. They have an understanding of simple fractions and know the names and some of the properties of

simple plane shapes. At the end of Key Stage 2 pupils' attainment is in line with the standards expected nationally. Average attainers have a sound understanding of number and the four operations. Their understanding of decimals is developing and they add and subtract numbers with decimal parts, but their ability to round off numbers to the nearest unit or tenth is less secure. Higher attaining pupils divide decimals by whole numbers and find percentage parts of specific quantities. Most pupils know the names of the simple shapes and describe their properties.

8. In science, pupils in Year 2 understand electrical circuits. They use correct terminology when they talk or write about their work. In Key Stage 2, Year 4 pupils build on their earlier acquired knowledge to discover how changing the number of components in a circuit can make light bulbs brighter or dimmer. Year 6 pupils, through their practical experiments with nails placed in a variety of different solutions, understand well the necessary components that are required for the rusting process. They understand the concept of a reversible and irreversible change.
9. The school has adopted very well the national strategies for numeracy and literacy. Teachers have worked hard to develop their professional skills in this area and this has had a marked effect across the curriculum. Consequently, pupils are supported and extended in the development of their literacy and numeracy skills in most lessons. Teachers look for opportunities to extend language by the use of searching questions and key words for the lesson are frequently written at the front of the classroom. Mental arithmetic is practised whenever possible in many subjects. For example, through the use of measuring and weighing in science, grid references in geography and time lines and population data in history.
10. Pupils with special educational needs generally make good progress towards the targets set on their individual educational plans. Both reviews of individual education plans and on going monitoring of individual targets, especially by teaching assistants, show that progress is made. This is true for both behavioural and academic targets. However, there is insufficient movement of pupils off the register especially movement between Stages 1 and 2. Pupils respond well to the challenges made of them in classes and with the good support, particularly of the teaching assistants, achieve well related to prior attainment. The few pupils for whom English is an additional language are well supported according to their specific needs and all make good progress. The school also makes a particular effort to identify more able pupils and to provide extension work for them. This enables them to make good progress as they move through the school.
11. Overall, standards of attainment have improved since the last inspection, but have not yet reflected the improvement that is evident in the quality of teaching. Teaching is now good and pupils make good progress in most lessons, but this improvement has not been established for sufficient time to impact on pupils' progress over the longer term and on their achievements at the end of the two key stages. The progress that pupils make in lessons and the evidence from their work in the current term, indicate that the school is on course to meet its demanding targets.

Pupils' attitudes, values and personal development

12. The last inspection found that pupils' had good attitudes to learning, that there were high standards of behaviour and relationships were good. Attitudes to learning continue to be good, but standards of behaviour and relationships in the school are now very good. There is a harmonious atmosphere in the school and this contributes to good learning. Children are happy to come to school and almost all parents reported that their children like school.
13. At the start of day pupils are happy when they come into school and they show sustained interest in their work, responding well to the high levels of good teaching that exists. They are keen to ask and answer questions in lessons and assemblies. In most lessons, pupils engage well with their tasks and sustain concentration to finish them successfully. On the few occasions where the teaching is less effective and tasks not fully appropriate, pupils sometimes do not pay sufficient attention to enable them to work productively and learn effectively throughout the lesson.

14. Pupils are very courteous, friendly and show respect for each other, adults and property. They move around a difficult site carefully and are very thoughtful about 'giving-way' in the many congested areas. Pupils are lively at playtimes and play well together.
15. Behaviour overall is very good, a view supported by parents in their questionnaire returns. The staff have high expectations of pupils with regard to behaviour and the vast majority of pupils respond well. There is a comprehensive behaviour policy that is implemented effectively. Pupils are very aware of the rules that exist and understand why some rules are necessary. Good and improving behaviour is celebrated through awards of certificates. No bullying was observed and from discussions pupils are clear about what to do if it does occur. There has been one exclusion in the last year. Teaching assistants, midday supervisors, teachers and the headteacher liaise daily on issues to do with behaviour and ensure consistency across the school.
16. Relationships are very good and make a significant contribution to pupils' attitudes to learning. Pupils work well together in pairs and groups, they listen to each other in discussions and respect others' views. Older pupils can present differing views on a subject in a sensible way for example debating an issue in a history lesson in Year 6. Adults are respectful of pupils and provide good role models.
17. The personal development of pupils is good. The school successfully promotes pupils' self-esteem. Pupils respond well to the opportunities afforded to them. Older pupils take care of younger pupils for example over lunchtime where pupils eat in family groups. Pupils of all ages undertake classroom duties effectively. Older pupils carry out duties such as collecting team points, ensuring that the hall is ready for assemblies and from time to time administrative duties. Taken together these activities develop confidence in pupils and promote a sense of responsibility. In discussions, pupils show that they value the opportunities to take part in residential and other visits.
18. Attendance continues to be satisfactory. It is slightly above the national average for primary schools. Unauthorised absence is in line with national figures and there is no truancy. Pupils generally arrive punctually for school.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good. In two thirds of the lessons seen during the inspection, the teaching was good or very good. It was satisfactory in 30 per cent and unsatisfactory in only 2 per cent of lessons. This is a significant improvement on the last inspection when teaching was broadly satisfactory. The improvement is the outcome of an energetic drive by the management and teachers of the school to improve the quality of teaching. In particular, to use the opportunity offered by the national literacy and numeracy strategies to be involved in whole staff training and professional development. It is to the teachers' credit that the changes have improved teaching so markedly. Pupils' learning is also good, they make good progress in lessons and inspection evidence indicates good progress over the current term. However, the improvements in teaching have not been established long enough to have raised the standard of pupils' achievements over the longer term.
20. Standards of teaching in the core subjects of English, mathematics, science are generally higher than in other subjects at both Key Stages 1 and 2. Most teachers have good knowledge and understanding of the subject matter and of pupils' learning in these subjects. When teachers are confident in the subject they plan lessons with clear learning aims that meet the different needs of pupils in the class. Consequently, these good and very good lessons are rigorous and challenging, and teachers have very high expectations of pupils. In a very good lesson for pupils in Year 5, for example, the teacher set out her high expectations at the beginning of the lesson. She then consistently extended pupils' thinking as the lesson progressed with questions and challenges that took them through each step of learning and led to rapid progress. Constant opportunities are provided for pupils to practise their skills because teachers ask thought-provoking questions, which are carefully adapted to suit individual needs, and pupils are expected to speak in different settings and contexts. For example, during a very good whole school assembly, pupils explained clearly and confidently what they had to do to achieve their merit awards.

21. In good lessons, assessment is used well for planning so that tasks are matched to pupils' attainments and the lessons move at a good pace. A good variety of strategies are used, which match the content of the lessons and the presentation of material is imaginative and engaging. In all lessons, relationships are very good and teachers have high expectations of the pupils' behaviour. Staff are caring and considerate of their pupils and value their contributions. The quality of the homework, in terms of extending the pupils' learning and improving their progress, is mostly good, as is the quality of marking. The marking does not, however, often draw attention to pupils' individual targets and does not, therefore, make full use of pupils' targets.
22. In foundation subjects, teachers' knowledge and understanding of the subject is inconsistent. In music, for example, the school is fortunate to have three skilled musicians on the staff, but some others have very limited experience of the subject. Even so, in subjects such as these, most teachers have sufficient professional teaching skills to give satisfactory lessons. Where they are less confident about the subject, teachers do not always set tasks at an appropriate level and planning is more about the content of the lesson than the skills and concepts to be learned. Consequently, learning is less rigorous and purposeful. Lessons move at a slower pace and provision for the different levels of attainment in the class is not well focused. Higher and lower attainers are not sufficiently extended and their progress is constrained. Assessment is used less effectively, partly because teachers are not confident about what, or how, to assess. In these lessons opportunities for pupils to plan and organise their own learning through independent research, are limited. In the two unsatisfactory lessons, the planning misjudged the level of task for the pupils and the amount of work to be covered. When pupils became restless teachers had insufficient strategies to adapt or manage the situation and pupils made unsatisfactory progress.
23. Teachers use the structure of the literacy and numeracy hours well. The lessons have good structure, pace and balance. Pupils' learning in both literacy and numeracy are supported well across the curriculum in other subjects. In history when pupils study the Victorian period, they also read and write about the works of authors and poets. In science and design and technology they write out experiments and instructions. Pupils' numeracy skills are well supported in science when measuring and weighing, in geography when they use grid references and in history when they understand time lines and population data.
24. Overall, teachers plan effectively for pupils with special educational needs. The very good work of learning support assistants enables pupils with special needs to engage with a wide range of tasks that mirrors the activities of all pupils. Teaching assistants have access to teachers' plans and this means that they effectively support pupils. This is particularly true in whole class discussions where intervention with specific pupils means that pupils with special educational needs are supported so that they answer questions effectively and take part in discussions. Teachers have good liaison and relationships with teaching assistants and this promotes effective interaction with pupils and leads to effective learning. Pupils who have regular one-to-one support in withdrawal sessions make good progress.

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

25. The curriculum for Key Stages 1 and 2 is satisfactory and meets the requirements of the National Curriculum. It is generally balanced, broadly based and provides equality of access and opportunity for all pupils. The curriculum has, in line with national policies, been heavily weighted towards the core subjects of English, mathematics and science. With the introduction of Curriculum 2000 and the change in the national focus, the school recognises the need for other subjects to be given more time and prominence. For example, the school at present teaches some foundation subjects on a carousel arrangement, where they have a nominal thirty minutes. Time is very short for these subjects and this is a constraint on progress, particularly in areas where pupils engage in practical creative activities.
26. Strategies to promote literacy and numeracy are well established and work at an appropriate level is provided for all pupils. In Key Stage 2, pupils are grouped in sets for mathematics, but the school has plans to change this system in the near future as it does not feel that setting has had a

sufficient impact on the pupils results in national tests. They plan to have mostly mixed ability sets with higher attaining pupils withdrawn for more extended work. Literacy and numeracy are developed effectively across other curriculum areas. Key words related to topic or other curriculum areas are displayed in many classrooms supporting the development of language well. However opportunities are missed, for example, to develop creative writing through other subject areas. In history, Year 6 pupils analyse population statistics as part of their work on the development of the railways, using and refining numeracy skills.

27. The school is in the process of changing the curriculum focus of science, information technology, history, geography and design and technology to bring them into line with Curriculum 2000 and the new Foundation Stage curriculum, while still maintaining those aspects of the previous schemes which were felt to be successful. The curricular content of these subjects are sound and in science the content is good. These changes are being satisfactorily monitored in order to be able to adapt the curriculum for next year if necessary and to ensure that continuity and progression are satisfactorily addressed. The curriculum for design and technology, which was in need of improvement at the time of the last inspection, is now sound. Music, art and physical education have not yet been reviewed in the light of recent curriculum developments. The provision for music is limited and the time allocation for the subject does not enable pupils to achieve a sufficient depth of knowledge and skill. The school monitors its curriculum appropriately and, as a result of monitoring, has initiated changes in literacy and increased the time spent on creative writing. Daily assemblies are of good quality and meet well the requirements for acts of worship.
28. Pupils with special educational needs integrate well into mainstream classes and have good access to the opportunities provided. Support by teaching assistants enables pupils with special educational needs to participate in a wide range of activities and make good progress. For example, they help pupils organise their thoughts in a debate about the benefits and disadvantages of railway growth in Victorian times.
29. The curriculum is socially inclusive ensuring equality of opportunity for all pupils. Pupils with special educational needs receive a wide range of support including withdrawal, small group and one to one teaching. Most withdrawal support is for English and mathematics and this means that some pupils miss other areas of curriculum. The school is aware of this and is taking steps to review how withdrawal can be organised to ensure that pupils have a more balanced curriculum. Provision for statements of special educational needs is successfully met in pupils' individual education plans. The school ensures that specialist help from external agencies is made available to pupils who require support based on individual education plans and statements of special educational needs. Good provision is made for the few pupils for whom English is an additional language and extra support is provided where appropriate. Most of these pupils are, however, bilingual and cope well with the school's curriculum.
30. There is a satisfactory range of extra curricular activities. The provision is good for pupils in Key Stage 2, but limited for those in Key Stage 1. The activities include choir, netball, football, mathematics, gardening, story club and craft. They are well attended by the pupils. In response to the questionnaire some parents would like to see greater opportunity for pupils in Key Stage 1.
31. The provision for the pupils' personal, social and health education is good. These aspects of the curriculum are emphasised throughout the daily life of the school, as well as through discrete, planned lessons. Thus, appropriate behaviour and good manners are expected at all times. The teachers provide excellent role models in this respect. Personal hygiene is expected and encouraged from even the youngest pupils. Healthy eating is promoted in the school's guidance on what food and drinks the pupils may bring into the school. The pupils' self-esteem is successfully promoted through the sharing and celebration of effort and achievement, both in classes and in assemblies. Pupils of all abilities are included in this celebration: during the inspection, there were numerous occasions when pupils burst into spontaneous applause in recognition of personal effort. In addition, there is a comprehensive scheme of work, which has recently been reviewed, for personal, social and health education for all years. This includes a very wide range of life skills as well as drugs awareness and sex education.

32. Many subjects make a significant contribution to the pupils' personal development. In religious education pupils have time to reflect, to offer opinions and to explore their feelings. In English, the pupils analyse their emotions when they discuss characters, such as Scrooge, in their stories. In geography, they learn about citizenship in their own and other communities and, in history, they are encouraged to think about how customs have changed and how events, such as wars, have affected their lives.
33. The school's involvement with the community is very strong and enriches pupils' experiences. A very wide range of visitors contributes to lessons. For example, a dental hygienist, a Dartmoor ranger, staff from a local supermarket and the citizens' advice bureau, the Salvation Army, the police and the fire brigade, as well as the school nurse. Grandparents are invited into history lessons to talk to the pupils about their experiences during the Second World War. Sixth Formers from a secondary school help with sport and pupils from a local special school join Year 2 pupils in creative activities. A member of the dance staff at the local community college runs an after-school club at Widey Court for pupils from three local primary schools. The school has an active and enthusiastic involvement in sport, competing with other primary schools in the local Academic Council and across the city. The Council also provides opportunities for collaboration on curricular matters – most recently, in mathematics, special educational needs and assessment, which has supported well the school's developments in teaching.
34. Provision for pupils' spiritual, moral, social and cultural development is very good and makes a significant contribution to the life and work of the school. Parents express their appreciation of the aims and values that the school promotes. The calm, sensitive manner in which pupils are taught makes a very valuable contribution to their learning. The quality of relationships is high and a feeling of mutual respect permeates the school's life and work.
35. Good provision is made for pupils' spiritual development. Teachers arouse pupils' awareness of moods and feelings through the dramatic reading of stories and poetry and an atmosphere of reverence is evoked through the use of well chosen music and singing in assemblies. The provision of a focal point, such as the candles on the Advent ring captures attention. Pupils, parents and staff have worked hard to create a Peace Garden and this is well used as an area for reflection and for pupils to experience awe and wonder through their observations of living things. Residential visits encourage pupils to learn about themselves and others and the celebration of pupils' efforts raises their self-confidence and self-awareness. Feelings of awe and wonder were evoked during a geography lesson when pupils expressed excitement and delight on finding a variety of standard symbols on their ordnance survey maps. Less well developed is the pupils' understanding of the spiritual dimension evoked through great works of art or the music of famous composers.
36. Provision for pupils' moral development is very good and is a major strength of the school. The school's rules for behaviour are very well known and pupils exhibit very high standards both in and around the school. Thus the school is a very orderly community. Teachers manage classes well in lessons and set very good examples of how to behave responsibly. Through their studies of other cultures and religions pupils are aware of the need to live in peace and harmony with each other. Supervisors give awards for very good behaviour at lunchtime and pupils with behavioural difficulties are set small achievable targets. The school operates a system of 'Catch them being good' and rules reflect the values of fairness, truth and justice.
37. Provision for social development is also very good. Very good opportunities are provided for pupils to work as a team both in lessons and in after school activities. Very good examples of team spirit were seen in physical education lessons and when pupils worked co-operatively to produce a Millennium tapestry. Pupils work purposefully in lessons; they share, wait their turn patiently and show great respect for others' contributions. Residential visits enable pupils to further develop their social skills and are very effective in increasing their independence. Pupils' awareness of the need to take care of the world in which they live, is aroused through their studies on the effects of air pollution and litter and is further enhanced by their work in the Peace Garden. In raising their awareness of the need to help people less fortunate than themselves, pupils raise money for organisations such as the NSPCC and Help the Aged. They take personal responsibility by helping others both in and out of class and can be trusted to work conscientiously in lessons. Nevertheless

pupils do not always have sufficient opportunities to plan and organise their own learning through, for example, self-initiated, independent research.

38. Provision for pupils' cultural development is satisfactory. Pupils study stories and poetry from around the world and their awareness of their own culture both now and in times past is increased when they compare life in Victorian times with that of the present day. This is further enhanced by visits to local places of interest such as Plymouth Hoe and local museums. Theatre visits and country dancing also enhance learning. Pupils study the works of famous artists and incorporate the styles into their own work. An appreciation of the traditions and beliefs of other faiths is successfully engendered in religious education by celebrating festivals such as Diwali and Hanukkah, but opportunities to investigate the rich multi-cultural diversity of the world in which they live through art and music, are insufficiently explored.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Arrangements for the support, academic guidance and welfare of pupils are good overall. The school is a happy community in which to work. There is a supportive ethos that is underpinned by the promotion of good behaviour and self-discipline in pupils. Teachers and teaching assistants know their pupils well.
40. The personal support and guidance to pupils by class teachers is generally good. As at the time of the last inspection, staff take their responsibilities for the well being of their pupils seriously. The monitoring of pupils' personal development is based on teachers' good knowledge of pupils, but the developments are not always recorded. The school is good at celebrating pupils' personal achievements, in for example, 'Achievement Assemblies', but these accomplishments are not consistently noted in pupils' records.
41. Good use is made of baseline assessment as pupils enter school to inform teachers of pupils' abilities and teachers' observation books identify on-going progress of pupils in the foundation stage. In Key Stages 1 and 2 the school has developed effective procedures to monitor pupils' academic progress in English, mathematics and science. In addition to national tests a wide range of other tests is used in English and mathematics to identify particular issues related to pupils' progress. The assessment of other subjects are not yet rigorous enough although end of year statements have been produced to support the writing of annual reports. The school has made good progress since the last inspection in making assessment more useful in informing long and medium term planning and in helping teachers to focus more effectively on pupils' learning needs.
42. Teachers are generally diligent in their day to day marking and, while there are some inconsistencies and variation in quality across the school, helpful comments are usually made to indicate to pupils what they need to do to improve. As yet marking does not sufficiently relate to the targets that are set for pupils especially in English and mathematics. Marking in subjects other than English and mathematics is not always targeted sufficiently at the subject specific needs of the pupil. Most teachers make effective use of questions often at the start of lessons to establish what pupils know or have understood from previous lessons. They record pupils' progress by highlighting their achievements on record sheets.
43. Half-termly assessments are made in English, mathematics and science. Teachers are making increasing use of these on-going assessments to change the planning and curriculum to better match pupils needs. For example, to give greater focus to algebra and proportion in mathematics, and character description in writing in English. More use is being made of national tests to support target setting for pupils, linked to the school's action plans and targets that are set for teachers. End-of-key-stage tests are analysed effectively to inform school performance targets.
44. Clear and effective procedures exist to assess whether pupils have special educational needs. Teachers keep diaries of pupils' progress over short periods of time, before they are moved on to the school's special needs register. The targets on individual education plans do not, however, have enough interim time constraints between reviews and there is insufficient monitoring of the movement of pupils on, off or between the levels of, the register.

45. There is good informal liaison between teaching assistants and teachers to monitor pupil achievement in lessons. More formally, some teaching assistants complete observations of pupils in lessons and all regularly complete weekly observations of their work and the progress of the pupils' they are working with. These records are monitored by the headteacher. Teachers too have observation books that contain notes of pupil progress that provide a useful basis for dialogue between the teacher, parent and headteacher, particularly when concerns are raised.
46. All pupils have targets in their English and mathematics books. This is a recent development and has yet to have any significant impact on pupil progress. Pupils themselves set further targets in their home contact books. These books provide a useful contact between parents and school and many parents take the opportunity to make comments about their children's work. At present, the targets set are sometimes too general to be measured and are not related to a time for review.
47. Behaviour is carefully monitored both formally and informally. There are clear and effective procedures in place to ensure that persistent poor behaviour is dealt with. These procedures are clearly understood by pupils who believe that they are fair. Lunchtime supervisors liaise well with the headteacher, and this effectively ensures that there is consistency throughout the day. The school effectively promotes and encourages good behaviour. Awards, team points and stickers are regularly given to pupils and the Friday 'Achievement Assembly' provides very good opportunities to celebrate pupils' successes both in and out of school. Emphasis is clearly given to promoting good behaviour. School rules are clear and understood by pupils who have a strong sense that these are not oppressive. To further the involvement of pupils in the life of the school, the establishment of a School Council is now being considered.
48. The school's arrangements to ensure the pupils' welfare, health, safety and protection are very good and reflect the caring ethos of the school. There is a comprehensive health and safety policy, backed by regular monitoring and clear procedures. The governors, working with the head teacher, ensure that hazards are identified and addressed appropriately. Many of the strengths noted at the time of the last inspection have been maintained. Staff take their responsibilities for the well being of their pupils seriously and the school nurse attends on a weekly basis. Health education is given a high profile within the personal, social and health education and science curriculum; one week in the year is devoted to health education with the touring *Life Skills* caravan on site. Relations with external agencies are very good and the school involves them appropriately when required.
49. The procedures for monitoring and promoting attendance are very good. Parents are made fully aware of the requirements and most adhere to them. The class teachers monitor attendance closely and submit an attendance report to the head teacher every week. If there is a problem with an individual pupil or an unsatisfactory pattern of attendance among a group of pupils, it is followed up without delay. The education welfare officer is involved when appropriate, but this is not often necessary.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has very effective links with its parents who hold very positive views of the school. Parents are very supportive of the school, more so than they were at the previous inspection. Their responses to the pre-inspection questionnaire and parents' meeting show that their children like school, which is perceived as very approachable, with good teaching, good behaviour and expectations of hard work. A number express dissatisfaction with the information they receive on their children's academic progress, with the range of extra-curricular activities, the amount of homework and the degree of involvement of parents. The inspectors do not fully agree with the parents' views. They agree that the school is very approachable, and that teaching, with few exceptions, is good and that the pupils' behaviour is very good. However, they consider that the information provided for parents about their child's academic progress is good.
51. There are termly open evenings for parents and the summer annual report to parents includes a full description of their children's progress and targets for future development. When new national strategies are being introduced, they are given excellent advice, through evening meetings and

leaflets, on how to support their children. Inspectors are impressed with the range of extra-curricular activities, particularly the provision for sporting activities and residential trips, although these are mainly for the benefit of Key Stage 2 pupils. Parents are fully involved in the life of the school with a high number of parents involved in helping in the classroom. Most teachers use homework effectively to enhance learning, particularly in English and mathematics. The school needs to be vigilant that the amount of homework does not become excessive.

52. The impact of parents' involvement on the work of the school, and their contributions to learning, is very good. Parents' support for homework makes a significant contribution to the pupils' progress. The home school agreement defines clearly the nature of the partnership between school and home and most parents have formally subscribed to it. Home-school contact books are used well to provide a dialogue between home and school. Parent-governors are very committed. A high proportion of parents come to the school to help with school activities. The parent-school association is very active and successful, raising substantial funds. The school's links with parents of pupils with special educational needs are good. Parents are properly involved in target-setting and annual reviews. Individual educational plans are sent home and parents are involved appropriately in discussions about new or changing provision for their child.
53. Parents of pupils with special educational needs are fully involved with the writing and reviewing of individual education plans. Parents are invited to all reviews and are encouraged to take part in reviewing progress of their child towards the identified targets.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management of the school are good. The head teacher provides good, firm, consultative management and a clear vision for the school. With the support of governors and the deputy headteacher, he provides a strong sense of purpose and a positive ethos, which is effectively promoting high standards and a good quality of teaching and learning. The leadership is thoughtful and energetic and before decisions are made all aspects of the school are carefully considered. The leadership ensures a very clear educational direction for the school that incorporates very effectively the school's aims and values in its work. Relationships in the school are very good. There is good consultation. For example, the subject co-ordinators have a clear line of input into the school development plan.
55. The senior management team, which includes key stage co-ordinators, functions well, but the effectiveness of subject leadership is mixed. Some subjects are led well, but for most the leadership is satisfactory. Much of this is because the leaders of foundation subjects have had less opportunity to develop their subject than those leading core subjects. The school's recent priorities have been to develop literacy and numeracy and professional development in other subjects has not been possible. Even so, all subjects have schemes of work and policies, and most provide frameworks for planning for progress. Year group leadership is at least satisfactory and mostly good. The year teams develop medium and short term planning to ensure progression. The leaders have an important pastoral role for pupils and they support teachers in their teams.
56. The governing body is very supportive of the school and they show clear understanding of the school's strengths and areas for development. The minutes of governors' meetings show considered and informed discussion on the school's policy issues and direction. Governors oversee the formulation of the school development plan, the curriculum policies and schemes of work and school improvement. Statutory requirements are met. A good number of the governors are regular visitors to the school and come to work with pupils and help teachers.
57. The quality of teaching has improved significantly since the last inspection because the senior management of the school and teachers have worked effectively together to improve professional skills. Teaching in the core subjects is regularly and effectively monitored by the senior team and subject co-ordinators. The headteacher monitors reports from teacher monitoring, teachers' planning and schemes of work regularly. Teachers, in their year groups, moderate pupils work in core subjects each half term and the headteacher and the deputy head teacher monitor samples of

pupils' work. The monitoring of teaching is due to be extended to all subjects when curriculum co-ordinators have been appropriately trained.

58. The school is good at monitoring and evaluating its own performance and using the information to take effective action. In addition to using well the information gathered from the monitoring teaching to identify areas for development, the school makes good use of summative assessments to plan the provision for core subjects. The information is used to set targets for the school, for teachers and for pupils; both for groups of pupils and for individuals. For example, information from assessments was used for setting in mathematics at Key Stage 2 and further information has indicated a need to reconsider that policy. Reading assessments produced the focus groups for Years 1 – 6 and the focus groups for phonics at Key Stage 1. Over the last two years the school has improved its practice of tracking the progress of individual pupils. The progress and projection of pupils' performance is now assessed at an individual level.
59. Because it is well informed about individual performance the school is in a very good position to work towards its set targets and is doing so effectively. Recently, for example, the school has noted an improvement in the quality of its teaching, which came about as a result of professional development on the teaching of literacy and numeracy that was arranged to meet a need identified by assessment and monitoring. Consequently the school is in a good position to meet its challenging targets.
60. The school has no overview statement to guide its curriculum provision as it moves into the arrangements for Curriculum 2000, and to ensure that it is meeting its own identified aims. Curriculum policy is, however, to some extent, embedded in subject curriculum statements. The delivery of the curriculum is tracked at year group level and for class groups, but not yet at an individual level.
61. The school development plan is of very good quality. It is the outcome of full, regular audits of the school's work and incorporates subject development plans and other plans that reflect all aspects of the school. The plan is costed with success criteria, timings and the names of the people responsible for specific developments. The priorities for development are very well judged.
62. The school manages its finances very well. Income is average, but budget planning is good and both headteacher and governors have a clear grasp of the issues and amounts. Educational priorities are very well supported in the school's financial planning and specific grants are used effectively for their purpose. Careful use of its funding has enabled the school to extend its provision in carefully targeted areas. For example, by employing an additional teacher to enable all staff time to fulfill their management roles. The school is developing its arrangements well for achieving best value. It takes great care to go to tender when purchasing equipment and to seek out the most beneficial value and it makes good use of the LEA's comparative statistics.
63. The day to day administration of the school is good. The school is organised and orderly and pupils are safe and secure. Relationships between all adults in the school are good and contribute to the purposeful working environment. Office staff are very efficient. Statutory requirements in terms of policies and Annual Reports to parents are met.
64. Taken overall, the leadership and management of the school by its senior managers has remained good since the last inspection and they have been effective in taking the school forward. Most of the areas identified for improvement have been successfully addressed; the systems for teachers' planning are now manageable and the school development plan is very effective as a tool for development. The accommodation for the school has been, and is being improved, but there is still need for a separate outdoor area for the Foundation Stage children.
65. The provision for pupils with special educational needs is well managed. The special educational needs co-ordinator is knowledgeable and manages the work effectively and efficiently. She is well supported by a newly expanded team. The governor identified to liaise with the school on special educational needs meets the co-ordinator regularly and provides good support.

66. Good liaison exists between teachers and the special needs co-ordinator to determine the needs of individual pupils before the writing of the individual educational plan. These procedures are used consistently across the school. The register is up to date and individual education plans have clear targets that are monitored by teachers and learning support assistants. The school complies with its statutory requirement to review statements of educational need. The special needs policy is comprehensive outlining not only procedures but also helpful guidance for teachers on how to make specific provision in different subjects of the curriculum.
67. The school is well staffed to teach the curriculum. All teachers are qualified and appropriately trained. They are well deployed to teach the subjects of the National Curriculum with the exception of music, where curricular needs do not match the teachers' strengths. The learning support assistants make a strong contribution to the pupils' progress. They are well briefed and appropriately deployed. The learning support assistant for information and communications technology gives outstanding support. There is a very effective system for staff development and the head teacher is very well informed of staff development needs. The head teacher, in conjunction with the deputy head and subject co-ordinators, observe all class teaching in the school; as a result, performance targets are set and constantly reviewed for every teacher. There are very good induction arrangements for newly qualified teachers organised by the deputy head teacher. Each new teacher is attributed a mentor and is closely monitored and supported. The governors have recently approved rigorous performance management procedures. Effective strategies are in place to cover staff absence, which is closely monitored. The school is well prepared, with procedures in place, for performance management of staff.
68. To improve the quality and size of the accommodation was a key issue at the time of the previous inspection. The school has responded well to this and has made many improvements, but overall the accommodation remains unsatisfactory. It allows the curriculum to be taught effectively at Key Stages 1 and 2, but outdoor provision for the Foundation Stage is insufficient.
69. Overall, the school makes very good use of a widespread site with many temporary buildings. Year groups are housed in adjacent classrooms and this enables the teachers to work effectively in year teams. The school, with considerable support from parents, has improved the learning environment both inside and outside the building. A major building programme is due to start within weeks of the inspection and will provide four new classrooms and a toilet for the disabled for January 2002. This will enable all six Key Stage 1 classes to be grouped together as a single unit.
70. Since the last inspection, the school has not been able to provide a suitable play area for pupils in the Foundation Stage and this is a significant constraint for these children. The hall was judged barely adequate at the time of the last inspection. Since then, numbers have increased. The school copes well with its timetable provision for hall use for physical education lessons, but whole school assemblies are extremely crowded. The library has been reduced in size to accommodate a small learning area for pupils with special educational needs. During the inspection week, surface water drains were woefully inadequate.
71. Through the tremendous efforts made by all teachers, the school provides a warm, welcoming and stimulating environment, with colourful classrooms filled with high quality displays. Pupils also play their part and keep the accommodation clean and well looked after. There is, for example, no graffiti or litter.
72. There are sufficient resources, of satisfactory quality, in all subjects to enable the National Curriculum to be taught effectively. In mathematics, science, religious education and information and communication technology, resources are plentiful and of good quality. In the Foundation Stage resources are satisfactory overall, with good provision in mathematics and communication, language and literacy, but the lack of appropriate outdoor play facilities is a constraint to children's physical development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. To raise further the standards of work and the good quality of provision apparent in many aspects of the school, the headteacher, staff and governors should:

a) Extend strategies that are improving the quality of teaching in English, mathematics and science so that the quality continues to improve across the curriculum. *

(This weakness is mainly discussed in paragraphs 19, 20, 22 and 57)

b) Review curriculum provision in the light of Curriculum 200 to ensure a broad and balanced curriculum that promotes and plans for progress in all subjects, particularly to promote more those areas that engage pupils in practical creative activities. *

(This weakness is mainly discussed in paragraphs 25, 27 and 60)

c) Improve arrangements for assessment so that teachers have sufficient information for planning in all subjects in all years. *

(This weakness is mainly discussed in paragraphs 22, 41 and 43)

d) Extend the use of target setting for pupils so that they work to well focused and measurable targets within an agreed time span. *

(This weakness is mainly discussed in paragraphs 21 and 46)

e) Develop an outside play area for the use of reception children.

(This weakness is mainly discussed in paragraphs 70, 72 and 83)

* *(These areas are identified for development in the school's development plan)*

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

a) Improve the provision for multi-cultural education across the curriculum.

(This weakness is mainly discussed in paragraph 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|-----|
| Number of lessons observed | 112 |
| Number of discussions with staff, governors, other adults and pupils | 39 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 13 | 53 | 30 | 2 | 0 | 0 |

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

(3% of lessons observed provided insufficient evidence to make a judgement about the quality of teaching).

Information about the school's pupils

Pupils on the school's roll

| | YR – Y6 |
|--|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 515 |
| Number of full-time pupils eligible for free school meals | 32 |

Special educational needs

YR – Y6

| | |
|---|----|
| Number of pupils with statements of special educational needs | 7 |
| Number of pupils on the school's special educational needs register | 76 |

English as an additional language

No of pupils

| | |
|---|---|
| Number of pupils with English as an additional language | 6 |
|---|---|

Pupil mobility in the last school year

No of pupils

| | |
|--|----|
| Pupils who joined the school other than at the usual time of first admission | 45 |
| Pupils who left the school other than at the usual time of leaving | 36 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.4 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.2 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2000 | 37 | 38 | 75 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 28 | 27 | 27 |
| | Girls | 34 | 33 | 33 |
| | Total | 62 | 60 | 60 |
| Percentage of pupils at NC level 2 or above | School | 83 (82) | 80 (87) | 80 (88) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 28 | 28 | 27 |
| | Girls | 34 | 33 | 29 |
| | Total | 62 | 61 | 56 |
| Percentage of pupils at NC level 2 or above | School | 83 (83) | 81 (84) | 75 (84) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Attainment at the end of Key Stage 2

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2000 | 38 | 34 | 72 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 32 | 29 | 35 |
| | Girls | 28 | 20 | 28 |
| | Total | 60 | 49 | 63 |
| Percentage of pupils at NC level 4 or above | School | 83 (91) | 68 (68) | 88 (82) |
| | National | 75 (70) | 71 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 31 | 30 | 32 |
| | Girls | 26 | 21 | 28 |
| | Total | 57 | 51 | 60 |
| Percentage of pupils at NC level 4 or above | School | 79 (79) | 71 (76) | 83 (71) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 434 |
| Any other minority ethnic group | 1 |

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 | 2 | 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 – Y63**

| | |
|--|------|
| Total number of qualified teachers (FTE) | 22.5 |
| Number of pupils per qualified teacher | 25 |
| Average class size | 25.8 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 16 |
| Total aggregate hours worked per week | 316 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | NA |
| Number of pupils per qualified teacher | NA |

| | |
|---|----|
| Total number of education support staff | NA |
| Total aggregate hours worked per week | NA |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | NA |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | |
|--|--------|
| | £ |
| Total income | 827442 |
| Total expenditure | 820623 |
| Expenditure per pupil | 1570 |
| Balance brought forward from previous year | 45781 |
| Balance carried forward to next year | 52600 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 530 |
| Number of questionnaires returned | 224 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 54 | 40 | 5 | 0 | 1 |
| My child is making good progress in school. | 45 | 49 | 4 | 1 | 1 |
| Behaviour in the school is good. | 46 | 50 | 3 | 0 | 1 |
| My child gets the right amount of work to do at home. | 29 | 55 | 12 | 3 | 1 |
| The teaching is good. | 52 | 45 | 2 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 29 | 50 | 17 | 3 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 54 | 39 | 6 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 72 | 25 | 2 | 0 | 1 |
| The school works closely with parents. | 40 | 48 | 10 | 1 | 1 |
| The school is well led and managed. | 61 | 35 | 2 | 1 | 1 |
| The school is helping my child become mature and responsible. | 52 | 42 | 3 | 1 | 2 |
| The school provides an interesting range of activities outside lessons. | 35 | 46 | 11 | 4 | 4 |

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

74. Children in the Foundation Stage are taught in the Reception Classes. They are admitted in the term preceding their fifth birthday in two tranches in September or in January. The majority of children have attended playgroups or other pre-school establishments and they settle into school routines well.
75. Children enter the school with a wide range of attainment, but taken overall attainment is average. With the exception of the children's physical development, the provision for all the areas of learning in the Foundation curriculum is good. This is good improvement since the last inspection. The provision for physical development is satisfactory and standards here have been maintained since the last inspection. Altogether, children make satisfactory progress during the time that they are in the Foundation Stage and the majority are well placed to reach or exceed the Early Learning Goals by the time they begin Year one. Even though some have been in the Reception classes for only a brief period of time.
76. The quality of teaching is good and this represents an improvement since the last inspection. Reception teachers are well supported by the classroom assistant who makes a positive contribution to the children's learning and welfare. Teachers plan carefully, using the appropriate guidelines for children of this age. They assess children during the first few weeks and use the information to plan work, which is appropriately matched to each child's learning needs. Teachers keep up-to-date assessment information for each child. This information is used well in English and mathematics. In other areas of the curriculum its use is satisfactory. Teachers know the children well and good working relationships have been developed between children and all adults in the department. Pupils with special educational needs make good progress.
77. The subject leader and key stage co-ordinator share a good vision for the development of the early years provision. There is a good exchange of assessment data to monitor children's progress. Monitoring of teaching has begun but is still in the developmental stages. In the annual reports to parents, information is detailed, clearly stated and gives parents and children an opportunity to make comments and be appropriately involved in the assessment process.

Personal, Social And Emotional Development.

78. Teachers in the reception classes have high expectations for the children to develop independence and effective skills of social interaction. The quality of teaching is good and staff provide good opportunities for them to begin to make personal choices and organise themselves in group activities. This develops confidence and self-reliance. Children take turns patiently and begin to share toys and equipment amicably. They learn to be sensitive to the needs of others. In a role-play session, for example, children empathised with the plight of Joseph and Mary because they were turned away from the inn. They developed and used appropriate vocabulary and gesture when rehearsing their impromptu performance of the story, showing good levels of comprehension, sequencing and understanding of character. Children spoke sympathetically to a child who was feeling unwell and offered to help. The majority of children show respect for the point of view of others. In response to constant gentle reminders from teachers, children learn and practise good manners and politeness. They develop a growing sense of what is right and what is wrong. Teachers use stories and small incidents in class and at play to reinforce these concepts. All children are able to care for themselves when using the toilet and washing their hands.

Language, Literacy and Communication.

79. Because of the good teaching children make good progress in developing their knowledge and understanding of the English language and developing their literacy skills. Teachers ensure, through carefully structured planning, that children experience a good range of opportunities to build upon confidence and self-esteem, so that they learn effectively. Staff model the use of language well and

provide very good role models. They use effective questioning techniques and offer supportive clues to stimulate children's interest and desire to talk about their own experiences. Most children are able to explain clearly the difference between being told a story and having a story read to them from a book. For example, they know that a Bible story is the same every time but when being told the same story, it may differ a little with each telling. Children handle books with increasing confidence and respect. They begin to know that text carries meaning and they can use picture clues to help them to retell a story, which has been read to them. More able children can read simple sentences. The majority use letter sounds to sound out words and can also say the letter names. Children enjoy stories, songs and action rhymes and teachers use this as a suitable starting point when stimulating children's interest in English and in other areas of the curriculum. Where appropriate, teachers are beginning to use aspects of the literacy strategy to encourage children to write well. All of the children can form letters with support and some can write unaided. A few are beginning to string letter shapes together and can say what it represents. Children work individually or in pairs to use the computer with increasing confidence and skill to manipulate text and pictures on screen, using an alphabet programme. This promotes discussion; they co-operate well and sensibly negotiate their next moves. All children are set to reach the expected standards by the time they are six years old.

Mathematical Development.

80. Pupils make good progress in mathematical development. The majority of children can count reliably up to ten and back again to one. A few can count up to twenty and beyond unaided, but need support to count back again. Children enjoy mental maths tasks, which they regard as fun. These brief daily activities provide practise opportunities in a supportive setting, which enables children to sharpen their skills in addition and subtraction. They recognise the written form of numbers through playing matching games with dice, counters, objects, small toys and number cards. The quality of teaching is good and teachers use a wide variety of opportunities to reinforce children's specific vocabulary for number work. Children enjoy singing songs such as "Ten Fat Sausages Sizzling in the Pan" and "Ten in a Bed". They delight in correctly identifying the diminishing numbers in the songs, as one more sausage pops, or someone else falls out of bed. Children act out the chorus, using gesture and showing the correct number of fingers. Children are able to recognise and name many two-dimensional shapes such as a square, circle, oblong and triangle. They also recognise and can name correctly, many three-dimensional shapes such as a cuboid, sphere, cone and pyramid. Teachers test this out by introducing children to real life objects and situations, for example, one class of children were taken into the school grounds where they noticed that the concrete steps were cuboid, the railings though thin, were cylindrical. This demonstrates good progress since September for children of this age and the majority are well placed to reach or even exceed the Early Learning Goals by the time they are six.

Knowledge and Understanding of the World.

81. The majority of children share a largely similar background and culture. They celebrate local and religious festivals and mark events like birthdays. These are used well to raise awareness of the world around them. For example, children know the Christian as well as the popular significance of Christmas. Children develop simple scientific ideas and language such as 'floating and sinking' when playing at the water tank with a variety of heavy and light toys and other objects. The quality of teaching is good. Children respond well to adults' well-structured explanations and begin to question their own existing concepts of capacity when filling and emptying different shapes and sizes of vessels. All children are gaining the underlying principles of control technology. They build upon their vocabulary for both mathematics and information technology, by using the floor robot, which they can programme to move forwards and backwards, in response to simple command procedures. Children's concepts of history are developing well. They investigate old toys, which would have been used one or two generations ago, such as spinning tops, wooden toys with mechanical and moving parts and board games. They make observations through play and compare them with their own toys. They explore ideas about how things have changed and suggest reasons why. All children are well set to reach and some will exceed the Early Learning Goals, by the time they reach six years of age.

Physical Development.

82. The quality of teaching is good and all children make good progress in developing dexterity and control of simple tools and equipment. They acquire good skills of cutting, gluing, painting and drawing. They make models, using new and some re-cycled materials. In gymnastics lessons they line up in an orderly manner, to use large apparatus and they listen attentively to directions, showing good understanding of what is expected of them. This is as a result of the teachers' very secure and reassuring support and well structured planning. Children are confident to attempt all activities and often show imaginative and individual approaches when required. They use indoor space effectively and sensibly, with good levels of control and thoughtfulness, both for their own and each other's safety.
83. Most children are well set to reach the Early Learning Goals for physical development by the time they are six, but the provision of outdoor facilities for children in the Foundation Stage is inadequate and presents a constraint to their wider physical needs. Opportunities for developing skills in balancing and steering, using larger toys such as cars, tricycles and prams are insufficient. This also has important implications for those aspects of play, which encourage peer group bonding and the development of inter personal skills.

Creative Development.

84. Because of the good quality of teaching children make good progress in their creative development and are well set to reach the Early Learning Goals by the time they are six years of age. Children are able to explore non-verbal ways of expressing ideas and feelings. They sing humorous songs such as "A Very Grumpy Sheep" and learn the lyrics quickly because of their well-developed listening skills. For example, in a joint singing lesson with older children, they were able to sing a new carol "Mary Had A Baby" in tune and with good timing and expression. They enjoy times of quiet reflection in assemblies, when listening to taped music, but insufficient opportunities are provided for all pupils to experience composition and instrumental work. Children enjoy making models and artefacts; they make Christmas tree pictures from dried pasta shapes and tree decorations using dough. Opportunities for more individual choice making and creativity are restricted, because of some over direction by teachers, which results in similar or even identical outcomes. Children engage well with an appropriate range of art materials to develop their understanding and use of colour, shape, form and space. Teachers celebrate children's achievements by displaying and labelling work clearly and attractively. This develops children's confidence and contributes to the warm, welcoming learning environment.

ENGLISH

85. The National Curriculum tests for 2000 indicate that standards in English at the end of Key Stage 2 are above those of schools nationally in terms of the percentage of pupils achieving level 4 and above. When results are compared to those of similar schools they are below average. An analysis of trends over time showed that there was a steady improvement over the four years up to, and including, 2000. Inspection findings are that attainment by the end of Key Stage 2 is likely to be above average by the end of the current academic year. This is a similar picture to findings following the last inspection. Careful monitoring and evaluation of National Test results have brought about changes in the way the school teaches creative writing. As a result the content of pupils' writing is improving rapidly across the school and this, together with good teaching of basic skills such as grammar, punctuation and spelling, means that the potential for improvement is good. There is no significant difference between the attainment of boys when compared to that of girls. All pupils make good progress, including the more able and those with special educational needs. The small number of pupils for whom English is an additional language also makes good progress. This is because work is well planned to meet the range of abilities across the school.
86. At the end of Key Stage 1 the results of the National Tests in 2000 show that attainment in reading and writing is close to that nationally. However, the percentage of pupils achieving the higher level 3 is below the national average. Attainment in writing is average when compared to similar schools, but below in reading. Results over the last four years indicate that despite some fluctuation in

reading in some years, the overall trend shows steady improvement. More opportunities are being provided for pupils to extend and consolidate reading skills in class, group and individual lessons. This is accelerating progress. Inspection evidence indicates that attainment in both reading and writing is set to be above average by the end of Key Stage 1.

87. Pupils enter Year 1 with skills in speaking and listening, reading and writing which are broadly in line with that expected of this age group. They make good progress throughout both key stages because teachers and other support staff build successfully on what pupils know and what they need to do next. The value and respect shown for pupils' contributions in lessons enables them to develop speaking and listening skills with confidence. Pupils are carefully taught subject specific vocabulary so that their knowledge of words is increasing at a good pace across the curriculum. Constant opportunities are provided for pupils to practise their skills because teachers ask thought-provoking questions, which are carefully adapted to suit individual needs, and pupils are expected to speak in different settings and contexts. For example, during a very good whole school assembly, pupils explained clearly and confidently what they had to do to achieve their merit awards. During a free choice activity in Year 1, pupils selected puppets and changed their voices to suit the characters. Pupils in Year 2 use well-constructed sentences when, for example, expressing their ideas on what constitutes a good story. Pupils often find alternative words, as was seen in a good lesson in Year 3 when they suggested creeping, sliding and slithering in enriching their character descriptions. Older pupils in Key Stage 2 listen with concentration and question others' ideas and opinions respectfully and responsibly. As an example, during a good Year 6 lesson on identifying the key features of good story planning, pupils successfully discussed ways of improving each other's work.
88. Good progress is made in reading throughout both key stages because teachers provide frequent opportunities across the curriculum for pupils to read, not only through guided reading sessions, but also from big books and class texts. Pupils read lesson intentions and also their own work during group and plenary sessions, when pupils share their learning with others. Pupils are eager to read and frequently do so both individually and collectively during class and group work and because teachers set very good examples, even the youngest pupils in Key Stage 1 are incorporating expression into their reading. These pupils also read simple text accurately, recognise a good number of key words such as 'the' and 'some' and use well-developed phonic skills to decode others. They talk about what they have read and identify favourite stories. During a good religious education lesson in Year 2, pupils wrote sentences about special gifts and then read them confidently to the rest of the class. They read more complex books accurately and recognise and observe punctuation, such as speech marks, full stops and sometimes commas. Because comprehension skills are now taught well, pupils happily talk about what they have read and identify favourite authors such as Roald Dahl and Simon James. Pupils visit the school library regularly and know how an index and contents page is organised. Although teachers use non-fiction books in class lessons, there is insufficient encouragement for pupils to select books other than fiction to broaden the content and range of what they read. The library is very neatly organised, catalogued and attractive, but the system is not simple enough to enable pupils in Key Stage 1 to use it systematically in developing their library skills.
89. In developing their understanding of words and their meanings, younger pupils in Key Stage 2 refer to dictionaries and thesauruses when, for example, finding powerful words to incorporate into their poetry. Older pupils in the key stage modify instructions such as those in recipes to suit the needs of both younger and older pupils, by identifying and simplifying the main points. Very good strategies used during a Year 5 lesson enabled less able pupils and those with special educational needs to collectively read and follow instructions for making a paper 'snowflake'. Pupils in Year 6 are rapidly developing their understanding of inference and deduction, as was seen in a good lesson on the works of Charles Dickens, when they successfully investigated the nature of the character Ebenezer Scrooge. The lesson was a good example of the rigour of learning that teachers expect of their pupils, which is leading to good progress in lessons and raising levels of attainment in the school.
90. Pupils throughout both key stages take books home regularly and all write book reviews, including character descriptions. Teachers and well-informed support assistants assess the progress made

in guided reading sessions and parents regularly contribute through home/school reading diaries and 'contact' books. Although broad targets are set for each pupil these are not sufficiently specific to inform parents what pupils need to do next in order to improve.

91. All pupils make good progress in writing. Tasks are carefully matched to ability and are well linked to other areas of the curriculum. After listening carefully to the part of the Christmas story when the angel appeared to the shepherds, pupils in Year 1 wrote simple sentences to describe the attributes of a good messenger, such as being a careful listener. They use simple words and phrases correctly, spelling of simple words is often correct and writing is legible. Pupils in Year 2 use well-developed writing skills when writing story plans. They usually include correctly positioned capital letters and full stops. Many are beginning to use joined writing. Whether writing stories or accounts, their sentences are correctly sequenced and pupils use a varied range of apt and interesting vocabulary. For example, Year 2 pupils incorporated words such as shivering, sparkling and slimy to enhance their poetry writing on candles. Nevertheless evidence of unfinished work in books suggests that pupils are not always given sufficient time to complete writing tasks successfully.
92. At Key Stage 2 younger pupils recognise and use an increasing number of verbs, adverbs, adjectives and pronouns because grammar is well taught. They change the style of writing to suit the purpose, as was evident in a very good Year 4 lesson when pupils wrote newspaper articles about their visit to Plymouth in the second and third person plural, rather than the first person singular. Very good questioning by the teacher enabled them to invent powerful headlines aimed at capturing the reader's attention. Older pupils in the key stage use alliteration effectively in their character descriptions. Their sentences are becoming more complex and grammatical, as was evident in their detailed accounts of famous people in history, such as Florence Nightingale and Dr Barnardo. They give clear explanations on the use and content of paragraphs. This helps them to make sense of what they read and write.
93. Teachers often provide models on which pupils can base their written work. This was effective during a Year 6 lesson when pupils sequenced and organised their thoughts when producing their writing plans. This proved very effective in ensuring that pupils achieved the purpose of the lesson. Teachers have recently set pupils small achievable targets in writing, which are included in the front of writing books. Individual education plans are also included. In the best lessons, pupils know these targets well and check them against their work in order to improve. Nevertheless these targets are not always known to pupils and although marking of written work is often useful and helpful, teachers do not always check progress against individual targets. The scheme for handwriting has recently been updated and although some very neat, well-presented work was seen, this is not always consistent across the school because teachers' expectations vary from class to class.
94. Pupils' attitudes and behaviour in lessons is very good. This makes a major contribution to their learning. They are courteous and listen respectfully to others' contributions. This was particularly evident in a good poetry lesson when pupils shared ideas during a group brainstorming session and agreed who should be scribe. Groups are sometimes of mixed ability to enable the more able to help those less able. Pupils sometimes take responsibility for their own learning, as was seen during a good story planning lesson in Year 2 when pupils had to generate their own ideas to enable them to complete their work. All pupils can be trusted to work conscientiously during unsupervised activities and a real sense of purpose prevails in lessons. Nevertheless, pupils throughout the school do not get sufficient opportunity to use their own initiative in organising their own learning, through for example, planning and researching their own chosen topics. The great respect shown by both teachers and pupils provides a calm, secure atmosphere in which pupils can thrive.
95. The use of literacy across the curriculum is good. Pupils are acquiring a good bank of subject-specific words, and literacy lessons are often linked to other areas of the curriculum. For example, as pupils study the Victorians, they also read and write about the works of authors and poets of the period. They use their well-developed writing skills to write out experiments and instructions in science and technology, and recreate the feelings of fear and loneliness of evacuees during the war years. They listen carefully to accounts, by members of the community, of life in the past and

comment unprompted on the changes over time in their own locality. Nevertheless opportunities are sometimes missed for pupils to use other subjects to develop their imagination and creativity in story and poetry writing. Classrooms provide a good literary environment with captions, notices and examples of pupils' work which are sensitively displayed.

96. The quality of teaching has improved since the last inspection. It is consistently good and sometimes very good throughout both key stages. No unsatisfactory teaching was seen during the current inspection. A strength of teaching is the good subject knowledge and understanding of the way in which pupils learn. Very good relationships and the value and respect placed on pupils' contributions in lessons represent other major strengths. This positively inspires pupils to want to try hard. Good use is made of time and resources, including the very well informed support staff. Their contribution has a very significant impact on pupils' learning. In the best lessons teachers manage pupils well, have high expectations, lessons move at a brisk pace and frequent checks are made to ensure that pupils understand the content and purpose of the lesson. Teaching is less effective when work is insufficiently challenging and when class sessions are too long, resulting in some restlessness. This slows progress. Although teachers evaluate planning well, the information gained is not always included in future plans. Homework is set regularly and is used effectively to enhance learning. Marking is mostly good and usually informs pupils how to improve. It does not, however, often refer to the targets set for individuals.
97. The leadership and management of the subject are good. All teachers have worked hard and successfully to introduce and incorporate National Literacy Strategies into their work. This has improved the quality of teaching and learning throughout the school and is in process of improving standards of attainment. The co-ordinator is well supported by year group and key stage leaders. Careful monitoring and evaluation has been instrumental in raising standards across the school. Pupils' progress is recorded against the National Literacy programmes of study and records show clearly the rate of progress in spelling and acquisition of key vocabulary. Pupils' written work is evaluated termly and the co-ordinator and senior management team monitor teaching and learning in lessons, although the school is aware of the need to use these observations to focus more sharply on specific areas for development. The school has worked hard to address the issues raised following the last inspection. Pupils now have feedback on ways to improve writing, the co-ordinator monitors lessons and the marking policy is implemented more effectively. The contribution that the subject makes to pupils' spiritual, moral, social and cultural development is very good. Teachers capture the mood and feelings evoked through the dramatic reading of stories and poetry, and there are very good opportunities for pupils to work harmoniously in small and large groups. Pupils clearly know the difference between right and wrong and this reflects in the way in which pupils respond to adults and peers alike. Teachers use literary works from other countries as well as their own and the sense of peace and purpose which prevails in lessons is a credit to the school. Teachers have high regard for pupils' contributions and ensure that all have the right to equal access and opportunity.

MATHEMATICS

98. National test results for the Year 2000 indicate that, at the end of Key Stage 1, the percentage of pupils reaching the expectation of level 2 or above, is below the national average. In comparison with similar schools the results well below average. The test results for pupils at the end of Key Stage 2 indicate that the average scores of pupils from the school are close to those achieved nationally, but well below the averages achieved in similar schools. Looking at the school's results over the last four years together, the performance of pupils in both key stages, although fluctuating, is generally improving over time.
99. The standard of pupils' work seen during the inspection at the end of Key Stage 1 is in line with that expected nationally. Most pupils of average ability have a secure knowledge of the appropriate language of mathematics and use the number bonds of ten in addition and subtraction of larger numbers. They have an understanding of simple fractions and know the names and some of the properties of simple plane shapes. Higher attaining pupils add and subtract two digit numbers accurately, understand that multiplication is a way of expressing repeated addition and solve simple

word problems related to these. However, the levels of attainment of pupils in the three Year 2 classes are inconsistent and reflect the different qualities of teaching evident at Key Stage 1.

100. The attainment of pupils at the end of Key Stage 2 is in line with the standards expected nationally. Average attainers have a sound understanding of number and the four operations. Their understanding of decimals is developing and they add and subtract numbers with decimal parts, but their ability to round off numbers to the nearest unit or tenth is less secure. Higher attaining pupils divide decimals by whole numbers and find percentage parts of specific quantities. Most pupils know the names of the simple solids and describe their properties. They understand that data can be represented in various ways. Pupils with special educational needs make good progress in relation to their individual attainment levels. The pupils' competence in numeracy is well supported across the curriculum, which is having a positive effect on attainment. For example, through the use of measuring and weighing in science, grid references in geography and time lines and population data in history.
101. The quality of teaching overall is good and has improved since the last inspection. In Key Stage 1, the quality of teaching is satisfactory or good in equal proportions. In Key Stage 2, it ranges from a small percentage of unsatisfactory teaching to very good teaching, but overall it is good. Teachers are effective in developing appropriate mental strategies in the pupils and reinforce these skills well at the start of each lesson. For example, lower attainers in Year 5 count together onwards and backwards in fours and average attainers in Year 3 use individual number cards to double numbers less than twenty and to show number bonds of twenty. In most mental arithmetic sessions teachers keep pupils actively engaged by the good use of whole class activities and of resources such as number fans and cards that enable all pupils to respond to questions.
102. In a few lessons the pace of some sessions is slow and too much questioning of individual pupils allows other pupils in the class to lose concentration. The use of open-ended questions, which would enable pupils with the range of abilities to respond at their own level, is not evident. However, teachers generally display good subject knowledge and all sessions are well planned and organised. This ensures that pupils of all abilities are provided with appropriate and relevant activities to which they respond in a motivated manner. In Year 2, for example, the pupils investigate the properties of plane shapes. Higher attainers cut across the diagonals of a variety of regular polygons and name the resulting irregular shapes and lower attainers sort plastic polygons into sets, dependant on the number of sides they have.
103. Teachers use the allocated time efficiently. Most lessons are well structured, with relevant resources and task sheets ready to hand so that minimum time is spent during lessons on unnecessary organisation. This includes displays of key words, which are used well by teachers to support development in literacy during whole class question and answer sessions. In the most effective lessons teachers anticipate possible problems and provide relevant solutions. In a Year 6 lesson based on divisibility tests, for example the teacher had prepared reminder sheets to which the pupils could refer if necessary. In general, teachers' questioning of pupils is clear and pupils' strengths and weaknesses are well known. Consequently, pupils of all abilities are involved in class question and answer sessions, and this they do with appropriate confidence.
104. Very good relationships exist in the majority of classrooms, consequently pupils accept constructive criticism as part of their learning process and are sufficiently self confident to offer answers in whole class sessions when they are not totally sure about their responses. Support assistants are used effectively and make positive contributions to the pupils learning by their competent reinforcement of the teacher's objectives. Lesson review sessions are used effectively to reinforce learning. Teachers encourage pupils to talk about their work and to highlight what they have noticed during their individual or group work. In the most effective of these sessions there is good pupil input. In Year 6, for example pupils competently use the overhead projector to report on their findings about triangular numbers. Generally, pupils' written work is mostly well marked and gives pupils guidance on how to improve. Homework supports learning satisfactorily. It is used to reinforce learning and also to prepare for lessons, as for example in Year 3, where pupils bring data related to their own family and friends to use in the lesson.

105. The curriculum complies with national guidelines and the National Numeracy Strategy is well established. The effective implementation of the strategy and the emphasis on improving pupils' mental arithmetic skills are having a positive impact on progress. The subject is very effectively led by the well-organised co-ordinator who monitors teaching and learning appropriately. The assessment procedures are good and the results are monitored and analysed well in order to ascertain pupils' progress and assist in group placements in Key Stage 1 and set placements in Key Stage 2. Assessments are also used well to inform planning. The school has recently introduced the use of individual target setting for pupils, but this has not been established long enough to be integrated into the review and forward planning system. Parents are kept regularly informed about their child's progress, targets and curriculum. The curriculum and assessment have improved since the last inspection. The subject is satisfactorily supported by the use of information technology. Resources for learning have improved since the last inspection. They are of a good range and quantity and are well organised and stored. Classrooms contain good quality displays for mathematics.

SCIENCE

106. Standards in Science have been maintained since the last inspection and are in line with national expectations for the end of both Key Stages 1 and 2. Results in the 2000 national tests show that when pupils leave the school their attainment is broadly in line with the national average. Over the last three years, pupils' performance in Science at the end of Key Stage 2 has been broadly in line with the national average, with boys performing just above the average, and girls just below. More pupils recently achieved the higher level 5, than in the previous year, and in comparison with the previous inspection. Teachers' assessments for Year 2 pupils, however, were well below the national average, though more pupils gained the higher level 3, and were close to the national average. An earlier weakness identified by the previous inspection, that insufficient provision was made for higher attaining pupils, has been addressed successfully. In comparison with similar schools, however, the performance of eleven year olds was well below average, and at the end of Key Stage 1 the number of pupils attaining level 2 and above was very low; the number attaining level 3 was below.
107. Since the previous inspection teaching has improved. In both key stages teaching overall is good and no unsatisfactory teaching was observed during the inspection. This improved teaching has had a positive impact on raising standards, and as a consequence the pupils' learning, including those with special educational needs, is good. In both key stages, lesson objectives are clearly emphasised and in the best lessons, also referred to at the end, so that pupils are made aware of what they have achieved. Pupils are given opportunities to predict the outcomes of their experiments, and to evaluate their findings. Since the last inspection, more consideration is given to planning for higher attaining pupils.
108. Standards in the current Year 2 are in line with expectations. Pupils know that electricity flows in a circuit; they can devise a circuit incorporating a light bulb and buzzer, and when presented with a "broken" circuit, know how to check all the components to correct the problem. Commenting - "The battery might be flat because all the energy is out of it," and "Check that the bulb is screwed in tightly." They use correct terminology such as 'positive', 'crocodile clip' and 'terminal'. They learn successfully through independent experimentation in practical, investigative work. Target record sheets are provided in pupils' exercise books, but as yet, little use has been made of these. Pupils' attitudes to the subject, in both key stages, are good. They enjoy their lessons are inquisitive learners and are keen to experiment. This positive approach contributes effectively to the quality of their learning.
109. In Key Stage 2, Year 4 pupils build on their earlier acquired knowledge to discover how changing the number of components in a circuit can make light bulbs brighter or dimmer. Teachers question well – "Why do you think you got those results?" and link questions to the development of literacy skills "Can you give me a better word for "Go up?" Most teachers have display boards in their rooms for the week's learning objectives, and all emphasise appropriate scientific vocabulary in lessons and on wall displays. Consequently, all pupils have a good awareness of their learning and are confident in their scientific explanations, both oral and written. Year 6 pupils, through their practical experiments with nails placed in a variety of different solutions, understand well the necessary

components that are required for the rusting process. They understand the concept of a reversible and irreversible change. They know the chemical symbols for water, oxygen and iron, and are aware that iron is a ferrous metal. They acquire new vocabulary such as 'meniscus' and 'corrosion'. In all science lessons, pupils are encouraged in the good practice of using a structured strategy for considering questions, predictions, the methods to be used, the equipment required, diagrams and conclusions. In the best lessons, pupils are asked to self-assess their work. Targets are set well for older pupils and they are encouraged to think independently. By the age of eleven, pupils have a sound understanding across all areas of the curriculum and standards of attainment are in line with national expectations.

110. The subject is led well. The co-ordinator, ably supported by her Key Stage 1 colleague, has a good grasp of the subject. Assessment is used well, both in lessons, often through pupils' self-assessment, and more formally, twice a term, through the levelling of a set piece of work. Good use of such assessment was made recently to identify and rectify weaknesses in Year 5 pupils' knowledge of gravity, in Year 1 in electricity - and in Year 6, an excellent revision booklet produced by the co-ordinator helped to increase the number of pupils achieving level 5. It is planned to introduce portfolios of pupils' work, levelled against national criteria next year, following the adoption of a new policy and scheme of work. Pupils of all ages have a good understanding of what constitutes a fair test. There is a strong focus on science around the school with high quality displays in all classrooms. Good use of information and communication technology was observed in a Year 2 lesson, to exemplify and emphasise the effect of adding more light bulbs to an electrical circuit, but this remains an under-developed area. The school recognises that its provision for pupils with special educational needs is insufficient, and plans to address this next term, together with the introduction of a new vocabulary bank of scientific words, and a Science Day. Visits to places such as the local sewage works, a butterfly farm, re-cycling centre and Dartmoor enhance the quality of the pupils' learning. The use and quality of homework is inconsistent. It usually supports and extends the learning from the lesson, or provides opportunities for pupils to prepare for a particular topic, but there are times when the homework is not so well focused.

ART

111. Standards in art have been maintained since the last inspection. They are in line with national expectations for the end of both key stages. Pupils of all levels of attainment, including those with special educational needs make satisfactory progress in developing their skills and their achievements are appropriate.
112. By the end of Key Stage 1, pupils express themselves well, using a variety of drawing and painting materials and techniques. Pupils in Year 1 make models of angels from plasticene in response to the Christmas story of the Nativity. They understand principles of proportion and use good levels of detail for their age. Pupils also generate individual two-dimensional images of angels on the computer and demonstrate good use of the mouse function to select and use the different drawing and painting facilities as required. Pupils in Year 2 become more analytical and build upon their earlier skills in visual representation. They dispense, choose and mix powder pigments, with care, before testing and finally applying different consistencies of paint to their work. For example, as part of a series of three well structured lessons on portraits, they learned to select and match suitable shades of colours to match their own skin, hair and eye colours. They were encouraged to use mirrors for accuracy of match and made careful notes of amounts and colours used to produce the required tones. They know the correct names of pigments, for example that Vermillion and Crimson are different reds and which is more suitable when mixing to make secondary colours.
113. Pupils in Key Stage 2 refine earlier skills and develop more detailed understanding of the work of other artists. They adapt and amalgamate information from other subjects to inform their own artwork. For example, pupils in Year 6 combined ideas they had formed in History about the Victorians, with the design ideas of William Morris to research and make their own Christmas cards, in the style of the Victorians. They use specific subject knowledge such as 'decoupage' to identify and describe cutting techniques, and 'cameo and silhouette' which they know were regularly used features of the work of many Victorian artists and designers.

114. The quality of teaching is generally satisfactory and has been maintained since the last inspection. In a few cases it is good, but not all teachers take a systematic approach to the consistent teaching of skills or show good levels of subject knowledge, which the good teaching exemplifies. Teachers use mainly European artists for pupils to compare with their own work. Where this is done well, pupils make good progress in their understanding and this raises their performance. It is evident, from pupils' work in sketchbooks, that opportunities for revising and sustaining skills development are not fully provided for by all teachers as they are in some other subjects, such as English and maths. There is little evidence of examples for pupils to study of the important contributions that Women artists, or other non-European cultures, have made. Most teachers display pupils' work well and this enriches the purposeful and welcoming ethos of the school.
115. The subject co-ordinator has a good vision for the future development of the subject. The school is aware of the need for in-service provision and the schemes of work are being adapted to promote improvements in line with recent adaptations made to the National Curriculum. Procedures for assessment are satisfactory at classroom level, but systems for collecting graded samples of work to use for benchmarking purposes are not developed. There is a satisfactory range of resources that are suitably labelled, stored and maintained and accessible to teachers and pupils where appropriate.

DESIGN AND TECHNOLOGY

116. During the inspection week design and technology was taught only to Years 2 and 3 pupils. Judgements on attainment are further based on talking with teachers and pupils, and from scrutiny of pupils' work and teachers' planning. Overall, attainment in the subject is in line with national expectations at the end of both key stages, with some pupils reaching a higher achievement at the end of Key Stage 2. All pupils, including those with special educational needs, make satisfactory progress, achieving within their abilities, though higher attaining pupils are not always sufficiently challenged. This is similar to the satisfactory standards found in the previous inspection.
117. There is insufficient evidence to make an overall judgement on teaching. In the few lessons seen, which involved evaluation rather than design or construction, Year 2 teachers use questions effectively to make pupils reflect on their work, before discussing and recording what they would do to improve their Christmas tree decorations. Lessons are well planned and move at a good pace, maintaining the pupils' interest. Year 3 teachers encourage pupils to evaluate their design and construction of a package to hold six sweets, using an effective, structured strategy, involving the consideration of seven different criteria; for example "Did I use the best material? What could I do to make it better? This leads to well-considered answers such as "I didn't make it well because ... Next time I would ... Yes, I did cut it properly because the corners meet". Literacy skills are further developed through this good practice, which is adopted across all years, and all teachers effectively target specific vocabulary, such as 'criteria', 'evaluation' and 'template'.
118. At the end of Key Stage 2, Year 6 pupils, working in groups, and following clear learning objectives, have designed and made slippers for a particular purpose, giving due attention to requirements such as durability, comfort, warmth. From early simple drawings they progress to making a full size template before using cutting, gluing and sewing skills to construct a high quality finished product, which they then formally evaluate. Earlier in the year the same pupils, working individually, had constructed automata involving the use of cams, following the visit of a local toy-maker, and made successful entries in a local inter-school competition. In other years good examples were noted of well-planned and well-embellished Tudor houses, Anderson air-raid shelters, money containers and musical instruments. In the lessons observed the pupils showed good attitudes, worked at a good pace and clearly enjoyed the subject. Pupils' work is generally neat and well presented. There was no evidence of a criticism of the previous inspection, that teaching was devolved to parent helpers and classroom assistants.
119. The recently appointed co-ordinator has a good grasp of the subject and has ideas for taking it forward. A new draft policy and scheme of work, with topics linked to those suggested in the Qualifications and Curriculum Authority's guidelines, are being considered. There has been an audit of resources, which are satisfactory, and some monitoring of teachers' planning, but teaching is not

directly monitored. There is no provision for the assessment of pupils' work. Each class spends a half term, each term, thoroughly preparing, planning, constructing and evaluating a project, but this results in only three pieces of work each year. The use of food technology, pneumatics and control technology is under-developed. Good use is made of holiday homework tasks, such as the construction of Victorian post boxes in Year 6 and lighthouses in Year 2. There are strong cross-curricular links with history and music. The use of information and communication technology to support the subject is under-developed.

GEOGRAPHY

120. Too few lessons were seen at Key Stage 2 to enable judgements to be made about the quality of teaching. Judgements about the quality of pupils' work and progress in Key stage 2 are based on the scrutiny of work in books, from displays in classrooms and around the school, from talking to teachers and pupils and from looking at teachers' planning.
121. Standards at both key stages were recognised as being in line with national expectations in the last inspection and they have been maintained. In the lessons seen, all pupils, including those with special educational needs, make satisfactory and occasionally good progress. By the end of Key Stage 1, pupils compare the features of their own locality with that of Plymouth, pointing out similarities and differences and explain why there are more shops in Plymouth than Crownhill. They can locate Plymouth on a map of the British Isles and name important towns such as London. Good questions and the innovative use of a pretend travelling bear enabled Year 1 pupils to locate and name the four countries that make up the British Isles. They look carefully at postcards and photographs and identify the differences between the countryside and towns. Mapping skills are taught in careful sequence. Year 2 pupils devise their own symbols to represent shops, churches and playgrounds then compared these with standard symbols.
122. By the end of Key Stage 2 pupils successfully compare features and the effects of climatic conditions on the environment in their own country with those of other countries, such as Greece. They use more advanced mapping skills, such as four and six figure grid references to locate places on a map. As a result of a very good lesson in Year 3 pupils made well-informed comparisons between Crownhill and Plymouth, and because the lesson was well linked to history, could explain clearly how people and industry have influenced changes over time. Older pupils in the key stage follow the route which the Armada would have taken and compare the changes that have occurred between Tudor homes and those of the present day. They know that people can cause damage to the environment from the effects of pollution and litter.
123. Pupils' attitudes and behaviour in lessons is usually very good. They listen carefully, are eager to ask and answer questions and work sensibly and collaboratively in class and group sessions. The very high quality of relationships and the respect given and received is a major feature in lessons. It makes a very valuable contribution to the quality of learning. Pupils are happy to share their learning with others as was evident in a good Year 2 lesson when pupils excitedly showed the inspector the standard symbols they had found on an ordnance survey map. Occasionally pupils become restless when class lessons are too long.
124. Although the quality of teaching seen in lessons at Key Stage 1 was good with one very good lesson being observed, scrutiny of work and discussions with pupils suggests that teaching overall is satisfactory over time. Teachers demonstrate good subject knowledge, a feature identified following the last inspection, and management of pupils is usually good. Good questioning techniques mean that all pupils are able to participate in class lessons at their own level. Teachers plan interesting group tasks, but these are not always sufficiently challenging for higher attainers, or simplified for the less able. Consequently, these pupils do not always make the progress of which they are capable. The recently appointed, well-informed co-ordinator has already identified this as an area for future development. The policy and scheme of work has been rewritten whilst taking account of new national initiatives. The unsatisfactory procedures for and use of assessment is currently being addressed. Good use is made of information technology. For example CD Roms are now used to record and compare information about climates in different parts of the world and to

collate information gained as a result of traffic surveys. Pupils also use digital cameras effectively both in local studies and those further afield.

125. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Visits to and studies of local places of interest develop pupils' understanding of their own rich culture. Very good use is made of a residential farm visit when pupils develop self-knowledge, independence and social skills. The parameters for very good behaviour in both lessons and out of school are clearly understood and followed by pupils and the very high level of care and concern exhibited by adults is reciprocated by the pupils.

HISTORY

126. In history, at the end of both key stages, standards are in line with national expectations. In Key Stage 1, pupils develop a useful vocabulary of words that relate to the past. For example, in Year 1, when comparing items of a Victorian Christmas and items from a modern Christmas, they use words such as 'in the past', 'before' and 'long ago'. They compare past and present through being encouraged to describe what they see when looking at artefacts. Pupils in Year 2, describe events and people from the past such as the Fire of London and Samuel Pepys. In discussion they describe reasons why the Fire of London spread quickly and why this would not happen today. Pupils are able to talk and write about what they see.
127. At Key Stage 2 pupils' achievements are appropriate for their age. They are increasingly able to distinguish particular characteristics of different periods such as Victorian or Roman times, particularly the social and cultural aspects of these periods. By the end of the key stage, pupils increasingly understand the link between cause and effect. For example, they explain industrialisation in the Victorian period. They are also able to use different styles of enquiry to extract and interpret information through pictures, visits and in the early part of the key stage, discussion with grandparents to find out about experiences of evacuees in the war.
128. The planned curriculum meets the requirements of the National Curriculum and provides pupils with a wide and appropriate experience. The curriculum makes good use of local sources and lessons are suitably supported by the use of visits in and around Plymouth. Visits to Morwhellam Quay and The Plymouth Dome, Barbican and Exeter Museum, for example, have positively enriched the curriculum and learning. This gives a good local feel to pupils' studies. Older pupils are encouraged to think how the Victorian period had impact on the wider world by considering aspects such as trade. Pupils have well-planned and appropriate chances in both key stages to use evidence to extract information, either through describing artefacts and places first hand, or researching written evidence.
129. Teaching of history at Key Stage 1 is satisfactory. Pupils are given good opportunities to discuss issues. Teachers questioning skills at the beginning of lessons help to clarify what pupils know and understand, which in turn helps to structure the rest of the lesson. Children are attentive and listen well during plenary sessions. Teachers explain vocabulary carefully. Sometimes pupils are less attentive in group work, where some pupils have not sufficiently developed the group working skills needed to work effectively. Lower attainers occasionally have too much difficulty in reading the resources available and this restricts their opportunities to engage with the tasks in hand.
130. At Key Stage 2 teaching ranges from unsatisfactory to very good, but overall is satisfactory. Pupils are provided with a good range of activities to support historical enquiry. In the best lessons work is well planned and tasks are very carefully organised. This enables pupils to engage successfully and achieve high standards; for example, when using fact sheets to extract information about food eaten by different levels of society in Tudor times. Other activities, such as debates about the benefits and disadvantages of railway growth in Britain, engage and help pupils to learn effectively. They develop historical knowledge as well as skills of presentation and argument. In the better lessons, the tasks are clearly explained and key vocabulary is identified and discussed to ensure understanding. Where teaching is less effective tasks are not well explained and activities are not well matched to pupils' needs. For example, some can not read resource sheets with confidence and some lack the social skills needed to work successfully in groups.

131. Overall, teachers have sufficient historical knowledge to be able to talk confidently to pupils. Support by teaching assistants is very good especially in Year 6. This enables pupils with special educational needs to fully engage with tasks and produce work of high standard compared with prior attainment. In most lessons teachers manage pupils well, but scrutiny of pupils work indicated that there is little difference in the work set in written tasks for pupils of different attainment. This leads to some inaccuracies in content and unfinished work for the lower attaining pupils. Most work is marked regularly, but often comments relate to English errors rather than issues related to learning of history
132. Strengths from the previous inspection have been maintained, but some weaknesses remain. There is no formal on-going assessment of history to support the planning of objectives, although topics are evaluated. The subject is effectively managed within the time available. The co-ordinator who has clear priorities over the next two years, which appropriately include raising standards for all pupils, ensuring the full coverage of the scheme of work, monitoring of teaching and moderating pupils work as a means to support assessment.

INFORMATION TECHNOLOGY

133. Pupils' attainment at the end of both key stages is in line with national expectations and standards have improved since the last inspection. By the end of Key Stage 1, pupils understand that a variety of information, text and drawing can be entered and stored on the computer. Pupils in Year 1, for example, with competent skills in manipulating a mouse and executing colour changes, draw pictures of angels to attach to Christmas cards. They understand that movement can be controlled and directed. They plan simple routes and programme a floor turtle to execute these. They use the skills they achieve in the support of other subjects. In Numeracy, for example, pupils in Year 2 use mathematics programmes to support their learning of two-dimensional shapes and of number. By the end of Key Stage 2 pupils use a variety of fonts, sizes of fonts and colour in the presentation of their texts and combine simple text with pictures. In Year 4, for example, pupils research and download pictures of Roman soldiers and learn how to accompany these with descriptive text. Pupils understand and use data handling programmes. In Year 6 they input data on fictional characters and in Year 4, information about insects and their habitats for science. They save and print out their work. This includes a range of work from word processed poems written by Year 5 pupils in the style of "Arctic Fox" by Ted Hughes to bar charts containing information about different insects in a particular habitat. They use appropriate software to present data in bar charts, pie charts and spreadsheets to support work in mathematics and science, as well as the use of simulations to support science work on electricity for example. A satisfactory selection of CD-ROMs is used to access information in other areas of the curriculum, for example, history and geography. Appropriate technology does not support learning in music, however. A few older pupils' skills are not well established as 'hands on' time was limited during their early years in school. Pupils with special educational needs make sound progress.
134. Little direct teaching took place during the time of the inspection but in the few short demonstration sessions observed and during the support of pupils using information technology in other curriculum areas, the quality of teaching and pupil support was satisfactory and sometimes good. Teachers have sound subject knowledge and explain and demonstrate tasks clearly. Sessions are well organised and the use of laptop computers in the classrooms together with the information technology suite enhances learning well. Pupils have positive attitudes towards the subject and respond well to the individual tasks set. They talk with interest about work they have done and they use equipment with care.
135. The information technology curriculum is broad and balanced and from the start of this year has been based on a national scheme together with the best of a published scheme which was previously in use. The subject co-ordinator is new but already has a clear understanding of the developmental stage of the subject within the school and has been instrumental in developing its cross-curricular support of subjects. A well-qualified information technology support assistant works effectively with groups of pupils and enhances learning very well. The subject development plan includes further raising staff expertise, the use of Internet access to support learning and the

development of appropriate assessment procedures. These are limited at present and consist of procedures being trialled in a Year 4 class and a general assessment, which is satisfactorily included in the schools report to parents. The curriculum has improved since the last inspection but assessment procedures are still at an early stage of development and do not involve pupils in the progression of their skills. Resources have been improved since the last inspection and they support learning well. The information technology suite although a positive asset to the school is small. It is an effective teaching area for groups but when all the computers are in use, the lack of space is detrimental to teaching and learning.

MUSIC

136. Pupils, attainments are variable as they move through the school. Progress is unsatisfactory and standards are below expectations for the end of both key stages. In some classes, however, where the quality of teaching is good, attainment is above expectations, but this is not consistent because many teachers lack sufficient knowledge and understanding in the subject to sustain consistent progress.
137. Singing is a strength of music in the school. In all years pupils sing willingly and with a good tone. In other respects, however, skills of pitch, pulse and rhythm are not developed consistently and higher attainers, in particular, are not sufficiently challenged. In a lesson for pupils in Year 1, for example, most pupils found it difficult to pick up the speed of the beat and to keep clapping in time. At the same time higher attainers, who could clap in time from the outset, kept repeating the same activity. In Year 2 pupils are still learning to clap to a steady beat. Pupils in Year 3 sing well and make good progress in the development of their musical skills. They work with rhythm to a good standard and show good memory skills when they learn a song. In Year 4, many pupils still find it difficult to maintain a steady pulse and rhythmic skills are underdeveloped. All pupils in the school sing well in the hymn practices in which, during the inspection, pupils were preparing for Christmas celebrations. Focused activities to improve musical skills and concepts were not possible, however, in such a large group. So, for example, all of the singing was in unison and there were no opportunities for pupils to develop part singing skills. Pupils with special educational needs generally make similar progress to their peers. Pupils clearly enjoy their music and take part with enthusiasm. Behaviour is always good.
138. From the evidence of lessons seen during the inspection the quality of teaching is satisfactory in the subject. There are examples of good teaching when teachers have good understanding of the learning processes in music. In these classes, tasks are set that match well pupils' levels of competence and understanding. Often, when teachers have limited musical skills the range of tasks is limited and teachers are insecure about what to expect. Even so, in many cases they have sufficient general teaching skills to provide a satisfactory lesson in which pupils make satisfactory progress. Many teachers accept that their skills in the subject are limited, however, and that this has a cumulative effect on pupils' progress over time. Planning for the progressive development of skills is not sufficiently developed.
139. Overall, little progress has been made in music since the last inspection. Assessment is still not developed and not all teachers understand how or what to assess. Few use assessment to inform planning. The school has given priority to the development of other subjects in the last few years and there has been little focus on music in that period. Consequently opportunities for professional development in the subject have not been available. Standards are lower than those found in the last inspection.
140. The subject leader has recently taken the responsibility for the subject and has not yet had time to monitor teaching in the subject, other than through informal conversations. Time for music is too short. The school has tried to redress this by the use of the school hymn practice, but this is unsatisfactory in terms of planning for progress. Overall, however, the curriculum provided meets the requirements of the National Curriculum. Resources are adequate, but have to be moved around the school site for each lesson. The timetable allows for this to happen effectively, but it is an inefficient use of teachers' time. Pupils have opportunity to make music in extra-curricular activities, such as

the choir and recorder groups. A small number have extra musical tuition from visiting teachers and for these pupils attainment is higher.

PHYSICAL EDUCATION

141. During the inspection only dance and games were observed and in these aspects attainment is in line with national expectations at the end of Key Stage 1, and above expectations at the end of KS2. Indications from teachers' notes and planning are that similar standards are achieved in all aspects of the subject. These findings are similar to those of the previous inspection. Throughout the school all pupils, including those with special educational needs, develop positive attitudes to physical activity and build satisfactorily on previous learning. All pupils control their bodies well, know what happens to them during exercise, have a good awareness of safety issues, and can evaluate their own and one another's performance. Dance is a strength at Key Stage 2.
142. Teaching, and consequently learning, is good in both key stages, with some very good teaching in Key Stage 2. No unsatisfactory teaching was seen during the inspection. Teachers have high expectations of pupils and set challenging tasks. In a lesson for pupils in Year 2, they responded well to the teacher's challenge to produce a dance sequence for puppets, to demonstrate angry, sad, shy and cheeky emotions. The teacher managed pupils well through the effective use of hand signals, assessed their performance and through discussion enabled them to make improvements. In a Year 4 games lesson pupils made good use of space awareness to develop catching and throwing skills through small group games of "Piggy in the Middle". Pupils in Year 6 were able to self-assess their performance and make suggestions for improvement, when building different dance sequences to portray aspects of scenes from the life of Scrooge, as part of their Victorian Christmas topic. In less effective lessons teachers fail to ensure that all pupils listen closely, so that no time is wasted, or fail to allow for self-evaluation or other form of assessment.
143. Teachers make good use of stimulating music for both warm-up and main lesson activities, for example the theme from "The X Files". In the best lesson observed, pupils built up a series of controlled dance movements into a frenzy, expressing feelings for fire and water. All teachers are good at identifying, and displaying specific vocabulary for pupils to reflect on. For example in Year 5, splashing, bubbling, ripples, swiftly, and in a Year 1 lesson frosty, pointing, sparkly, stiff, when joining three movements to illustrate Jack Frost. All teachers are good role models, changing appropriately for lessons and leading from the front by demonstrating and partaking of exercises with their pupils. All make good use of appropriate "warm-up" and "cool-down" sessions.
144. The Head teacher, who is well qualified for the role, currently ably manages the subject in a caretaker capacity. A specialist physical education teacher has been appointed for the next term, when it is planned to introduce a revised policy and scheme of work, and monitoring of the subject. All aspects of the curriculum are well covered, and arrangements for swimming in Years 5 and 6 ensure that all pupils leave the school able to swim the recommended minimum 25 metres unaided. Athletic sports days are held in the summer for each key stage and good use is made of an orienteering path within the grounds. The good provision of many physical activity clubs and other extra-curricular activities further helps to develop the pupils' physical skills. Present activities include inter-school competitive matches and two residential visits for older pupils, where activities such as fencing and abseiling can be experienced.
145. All-weather surface areas are sufficient for the school's needs, but with only one hall available for such a large school there are timetabling constraints for dance and gymnastics. Resources are satisfactory, but there is insufficient large apparatus provision for pupils at the end of Key Stage 2, and an identified need for small balls, skipping ropes and bean bags for Key Stage 1. The assessment of pupils' performance is underdeveloped, but good use was being made of a camcorder to record Year 4 pupils' dance, depicting the strength and power of the ancient Celts, for future assessment. Open space in the hall is restricted by staging and by two vertical roof supports, which the school has plans to cover in order to ensure pupils' safety.

RELIGIOUS EDUCATION

146. Standards of attainment are in line with expectations of the locally agreed syllabus at the end of both key stages and pupils generally make satisfactory and occasionally good progress. This represents a similar picture to the last inspection. The policy and scheme of work offer helpful guidelines and are closely linked to the locally agreed syllabus. The co-ordinator is currently adapting these to better suit the needs of the school whilst at the same time taking note of new national initiatives. The planned curriculum is of a mainly Christian nature and appropriately celebrates major festivals. The school is careful not to repeat the same subject material within and between classes. Appropriate attention is paid to other major world faiths so that by the end of Key stage 2 pupils have a secure understanding of not only their own religion but also that of others. The very good provision for pupils' moral and social development positively promotes an environment where all can live together in peace and harmony. Pupils receive their religious education through assemblies, lessons and through the general activities of the school.
147. Pupils consistently develop awareness and understanding of religious matters and events that have deeper significance. After hearing a well told account of the angel appearing to the shepherds, Year 1 pupils decided that one of the attributes of being a good messenger from God was to speak kindly, to listen carefully and to remember. They sequence events leading up to the birth of Jesus and describe simply the feelings of amazement experienced by the shepherds. In developing their understanding of the importance of giving as well as receiving, older pupils in Key Stage 1 decide which special present the baby Jesus would like best. Skilful questions by the teacher enabled them to think not only of material gifts, but also of those of friendship and love. Younger pupils in Key Stage 2 explored feelings of forgiveness and repentance during a lesson on the story of John the Baptist. They relate facts associated with the story of his life. During a very good lesson in Year 4 pupils considered the consequences of their own actions on themselves and others, then related this to the story of Jonah and the Whale. Older pupils compare and contrast the different versions of the incarnation in the gospels of St Luke and St Matthew, then discuss sensibly whether this would influence the way in which Christians think.
148. Through their studies of other religions such as Sikhism and Hinduism, pupils' awareness and understanding of and the need to tolerate and respect other peoples' religions is well developed. Artefacts from other religions are displayed sensitively and respectfully and pupils visit local places of worship, such as a Jewish temple, in further enhancing learning. They study the portrayal of the incarnation through the eyes of different artists. Thus the contribution that the subject makes to pupils' cultural development is very good. Very good provision is made for pupils' social, moral and spiritual development. Very good use of atmospheric music at the start and end of assemblies sets the scene for worship, as does the very calm, orderly way in which the very large number of pupils enter and leave assemblies. The quality of learning is further enhanced by the inclusion of well-chosen hymns. Time for reflection is in-built into stories and prayers and the very high regard which adults have for pupils' contributions during assemblies and lessons contributes significantly to this area of learning. Occasionally opportunities are missed in lessons to set the scene for learning such as well chosen music or a focal point to capture pupils' attention.
149. Literacy is well used to enhance learning. For example, following a very good 'Rewards Assembly', pupils spontaneously wrote prayers. Well-chosen vocabulary is enriching pupils' bank of related words and Bibles are used effectively in enhancing reading skills. Good links are made to other curriculum areas. For example, as part of their learning about other religions, pupils in Year 2 designed and made prayer mats.
150. The quality of teaching in the few lessons observed was mostly good and one was very good. Teachers display good subject knowledge, lessons are well prepared and pupils are managed well. Although teachers plan interesting tasks, consideration is not always given to the needs of higher attainers or pupils of lower ability. This results in some slowing of progress in some lessons for these pupils. Although teachers use questions well to assess what pupils know and what they need to do next, more formal procedures for and use of assessment to plan the next stage of learning are currently unsatisfactory. The school is beginning to address this deficiency. The well-informed co-ordinator now has time to monitor teaching and learning in lessons. Whole school assemblies and acts of worship fully comply with statutory requirements.