

INSPECTION REPORT

Manadon Vale Community Primary School

Plymouth

LEA area: Plymouth

Unique reference number: 113301

Headteacher: Mr. G Vaughan

Reporting inspector: Jennie Willcock-Bates
1967

Dates of inspection: 30 October-1 November 2000

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11 Years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. S Viles
Date of previous inspection:	16 September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Manadon Vale Community Primary School draws its pupils from urban areas that straddle two major roads to the northern end of the city of Plymouth. It is much bigger than other primary schools in size, with 416 boys and girls from 4 to 11 years of age. Pupils join the Foundation Year in September and January and their attainment on entry is above average. Eighty-four pupils are on the special educational needs register, which is in line with the national average but represents an increase since 1996. Pupils come from comparatively advantaged backgrounds and nineteen are eligible for free school meals, which is below average when compared to schools nationally. Very few pupils are from ethnic minority backgrounds. Thirteen speak English as an additional language although none is at an early stage of acquisition.

HOW GOOD THE SCHOOL IS

Manadon Vale primary school is effective in providing a good quality of education for its pupils. By the time they leave the school at eleven years of age pupils reach standards that are well above average in English and mathematics and above average in science. The pupils achieve well because the quality of teaching is good. Pupils have positive attitudes to learning and their behaviour is very good; consequently they work hard. The headteacher provides very good leadership and management. He has successfully introduced important changes, such as analysis of performance data and an updated system for monitoring and evaluation. The school provides satisfactory value for money.

What the school does well

- Due to the good teaching, standards in reading, writing, spelling and mathematics exceed the national expectation and results in the national tests are well above average.
- The headteacher provides very good leadership and management, which are having a positive impact on school improvement.
- The provision for the youngest children in their first two years is very good and consequently, children get a very good start at school.
- The school provides very well for the pupils' social and moral development and, as a result, their attitudes, behaviour and personal development make a strong contribution to their learning.

What could be improved

- Pupils do not receive their full entitlement for the information and communications technology curriculum and consequently standards are well below average and statutory requirements are not met.
- Able pupils are not always given appropriately challenging work to ensure that they reach the levels of attainment of which they are capable.
- While the governing body is fulfilling its statutory responsibilities, aspects of their role that help to shape the direction of the school and monitor its progress are not sufficiently developed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since it was inspected in September 1996. The rate of improvement has accelerated since the new headteacher took up his post. Overall leadership and management continue to be good. There is more good teaching and hardly any that is less than satisfactory. As a result, standards in English and mathematics have continued to rise in line with the national trend at the end of both key stages. The school improvement plan is effective and the results of national and school tests and assessments are rigorously analysed. Monitoring and evaluation are at an early stage. Assessment of pupils' progress is developing well and there are good examples where it is used to inform lesson planning. Information from assessment is not yet used consistently to inform curriculum development. Planning has been streamlined as required and nationally recommended schemes of work are used consistently. Teachers are making objectives to lessons clear in their planning but they do not always show what the pupils of different abilities will learn. More work is

required to improve learning opportunities for the more able pupils, particularly in mathematics and science, which will extend and challenge them.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	A*	A	A	A	High A*
Mathematics	B	A	A	B	Well above average A
Science	A	A	B	C	Above average B
					Average C
					Below average D

At age 7, the test results in 2000 were well above average in reading and above average in mathematics. High levels of attainment were reached in writing. The results in reading and writing compare very favourably with schools with a similar intake. In science, results are in line with other schools. Standards are well above the average of schools nationally in the tests for 11-year-olds at the end of Key Stage 2 and they compare favourably with similar schools. Their performance is well above average in English and above average in mathematics. The fall in science results is because fewer than average pupils reach the higher Level 5 than in similar schools. Results have been maintained in English and, despite a slight fall, have been maintained in mathematics over the last three years. The dip in mathematics is due to the performance of a very few pupils and does not reflect the very good standards reached by the vast majority.

By the end of both key stages standards exceed the national expectation in reading, writing, spelling and mathematics because the pupils are well taught. Attainment on entry is above average. Pupils achieve well and, by the end of Key Stage 1, exceed the national expectations for the age group. Standards are maintained to the end of Key Stage 2. Pupils' achievement is satisfactory throughout Key Stage 2 but sometimes these able pupils are not stretched. They do not reach the same very good standards in science as in English and mathematics at the end of both key stages. Standards in information technology are well below national expectations because the full information and communication technology curriculum is not taught. This is the school's current priority for development.

Pupils of all ability are generally given appropriately challenging work but sometimes the work planned for the most able is not sufficiently challenging, particularly in mathematics and science. Those pupils with special educational needs make good progress and almost all reach the standards expected nationally by the time they leave the school. Progress in information and communications technology is unsatisfactory. The school is exceeding its targets in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils enjoy school and are interested in the work they do.
Behaviour, in and out of classrooms	Very good: pupils are courteous and polite. They behave very well in lessons and in the playground.

Personal development and relationships	Very good: pupils show respect for each other and the adults who work with them.
Attendance	Good: above the national average.

The way in which pupils work together and their behaviour in lessons make a strong contribution to their learning. Their attitudes to learning were never less than good and they were very good in half the lessons.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 8-11 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 seen during the inspection was satisfactory or better in 97 percent of lessons, good in 65 percent and very good in 3 percent. Only one lesson was less than satisfactory. This marks a significant improvement since the previous inspection. There is more good teaching in the Foundation Year and Key Stage 1 than Key Stage 2. Both English and mathematics are generally taught well and the teaching of the literacy skills of reading and writing is particularly successful. This contributes to the well above average standards and good achievements in pupils' learning. Teaching in science is good in Key Stage 1 and satisfactory in Key Stage 2. Pupils with special educational needs are taught well and they make good progress. In well-taught lessons there is a good balance of teaching methods and pupils are very well managed. As a result, they are motivated by what they are learning, sustain concentration and work at a good pace. Occasionally, the impact of teaching is reduced because the pupils have to sit for too long listening to introductions to lessons. Lesson planning does not always clearly show what children of different abilities will learn, particularly in mathematics and science, and pupils of all abilities undertake the same tasks. At times extension activities are repetitive and unchallenging and reduce the progress of the most able.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall; good for children under five. Statutory requirements for information and communications technology are not met.
Provision for pupils with special educational needs	Very good: an effective teacher and very able learning support assistants support the pupils very well in withdrawal groups and in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: very good provision for moral and social development that makes a strong contribution to the pupils' personal development and behaviour. The provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory; appropriate procedures in place for child protection. Good attention to health and safety.

The staff know the pupils well and use the information to provide good pastoral and academic support. The provision for pupils in the Foundation Year and Year 1 is very good and, consequently, children get a very good start to their schooling. The school uses the nationally recommended schemes of work but has not yet adapted the schemes to meet the needs of the range of ability of the pupils. The new

planning format is not yet used consistently to show activities for the different abilities in the class. There are good examples where assessment informs lesson planning, but it is not used in medium term planning to show what pupils of different abilities will learn during the course of a unit of work. Reports are satisfactory but they do not always indicate what the child should do to improve. The school offers a good range of extra-curricular activities that include sport and music.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: very good leadership and management from the headteacher who is very effective in ensuring a clear educational direction for the school. The roles of the deputy and subject co-ordinators are satisfactory.
How well the governors fulfil their responsibilities	Unsatisfactory: governors fulfil their statutory responsibilities but are less effective in shaping the direction of the school.
The school's evaluation of its performance	Satisfactory: the headteacher has introduced a more rigorous analysis of the school's performance but the role subject co-ordinators play is not yet sufficiently developed.
The strategic use of resources	Good: available money is used well to support improvement and the best value principles are applied appropriately.

The school is undergoing a period of change that has been very sensitively managed by the new headteacher. Teachers are taking a more active role in analysing performance data and monitoring planning and pupils' work but their evaluations are often too general. The governing body is very supportive but it does not yet have effective strategies in place to enable governors to understand the school's strengths and weaknesses. The provision for special educational needs is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents feel that their children like school and make good progress. They feel that behaviour in school is good and children are expected to work hard. Parents feel that teaching is good and the school is well led and managed. Nearly all parents feel comfortable approaching the school. Parents feel that the school is helping their child become mature and responsible. 	<ul style="list-style-type: none"> A minority believes they are not sufficiently informed about how their child is getting on. A minority feels that the school does not work closely enough with them. Parents would like to see more activities outside lessons particularly for pupils in Key Stage 1.

The school has effective links with the parents. The inspection team fully supports the very positive views the parents have of the school. With regard to their concerns, they found that the school provides an appropriate amount of information about pupils' progress. Annual reports are supplemented by consultation evenings. The school tries hard to work closely with parents. The school offers a broad range of musical and sporting activities outside lessons, including an infant choir.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Due to the good teaching, standards in reading, writing, spelling and mathematics exceed the national expectation and results in the national tests are well above average.

1. In the 2000 national tests for pupils at the end of Key Stage 2, results were overall well above average in reading, writing and mathematics and compare very favourably with similar schools. While results in mathematics are above the average of similar schools there is a slight fall in the performance of a very small number of pupils. This does not reflect the well above average standards attained by the vast majority. Children in the Foundation Stage get a very good start to their schooling and teachers build successfully on their above average attainment in language and literacy and mathematics when they enter the school. Consequently they are already on course to exceed the Early Learning Goals when they are six years of age.
2. Teachers capitalise on the above average attainment of the youngest pupils. At the end of Key Stage 1 the test results are well above average in reading and high in writing. There is a slight fall in the mathematics results in 2000 that is related to the performance of a very small number of pupils who did not reach the higher Level 3. The current Year 2 is in line to attain higher standards than the Year 2 pupils did in the 2000 tests. The results in reading and writing compare very favourably to similar schools. They do not compare so favourably in mathematics because of the reduction in results, despite a larger proportion of pupils reaching the higher than average Level 3. Teachers know the pupils well and generally demand a lot of them in lessons, which results in high productivity. Overall, the teachers challenge the pupils with skilful questions and the good teaching promotes good levels of interest and effort.
3. The work seen by the inspection team shows that by the end of both key stages standards are well above the national expectation in reading, writing and spelling because the pupils are well taught. The pupils achieve very well in reading and standards are high. From the time they enter the school the pupils enjoy reading. One reason for this is that teachers successfully capitalise on their interest and systematically teach a good range of strategies to reinforce reading skills. For example, in one lesson in Year 2 the teacher enthusiastically taught the pupils how to read and spell words with ‘.ight’ as she found that they were having problems with these words. The pupils quickly picked up the strategy and were excited as they began to find it easy to apply it to words like ‘fight and light’ in their reading. In another class in Year 1 the pupils were analysing sentences to decide which made sense. Successful class teaching helped the pupils to recognise the sensible sentences while at the same time enabling them to have fun when discovering how much they could read. Teachers provide a good range of books to promote the pupils’ interest in reading: for example, the pupils in one Year 6 class were analysing text from the ‘Harry Potter’ series. The school recognised that the pupils needed to practise their skills reading to an adult and a very successful ‘reading-partner’ scheme was created. Parents, grandparents and other visitors to the school were successfully trained to hear pupils read. The scheme is popular with pupils and their parents and is clearly having a significant impact on the standard of reading.
4. Attainment in writing is well above the national expectation at the end of both key stages and there are examples of high standards of writing at the end of Key Stage 2. The school has invested time outside the literacy hour for pupils to write at length and this is having a significant impact on standards. Teachers provide intensive support for spelling and writing by challenging the pupils with a broad range of vocabulary. Pupils know what makes stories interesting to read. They make sensible and effective links from text used for reading to help them extend their knowledge of writing. The youngest pupils are quick to write simple sentences and are effectively supported by their teacher and learning support assistants. In Year 6, the pupils were making a boring passage of writing interesting. The teacher skilfully used her secure knowledge about literacy and very good management of pupils to stop and challenge the use of adjectives and adverbs by successfully encouraging the pupils to enhance their writing with a more varied range of vocabulary than they had

used in previous work. There are many examples in the pupils' written work that show that they are effectively taught to use grammar and punctuation with increasing accuracy and with good effect. They write in paragraphs, their handwriting is neat and stories are well presented. There are examples of the clever use of techniques to capture the reader's interest. Good examples of this are found in Year 3 and in Year 6. In Year 3 one pupil opened her story about the end of a sandcastle very effectively with 'Yes! Yes! Josie Smith cheered.' In Year 6 powerful phrases such as, 'I began to cry quietly..' and 'My head filled with questions..' provided innovative openings to stories about the Blitz.

5. In mathematics, from an early stage in the Foundation Year, children are encouraged to count quickly and calculate in their heads. Brisk and lively teaching captures the pupils' attention. A very good example of teaching at this stage successfully led the pupils to consolidate what they had learned about numbers that were more or less than others in previous lessons. The pupils had great fun and had a good grasp of numbers up to ten. Just under half of them could recognise bigger and smaller numbers up to twenty. The pupils achieve well and, by the time they reach the end of Key Stage 1, they are reaching standards that are well above the national average. They are using different approaches when solving problems and carefully explain a range of strategies when describing sequences of odd and even numbers. All the pupils can add 2 digits to twenty easily and quickly, although the pupils' attainment slows in some lessons because work is not always planned for different abilities in the class.
6. While progress across Key Stage 2 is satisfactory overall, teachers do not always capitalise on the pupils' above average attainment. However, in Years 5 and 6 the pupils make very good progress in number and algebra and good progress in shape, space and measures and handling data. Teachers ensure that the pupils work hard and there is a good volume of work. Consequently, they cover a broad range of tasks. For example, pupils in Year 5 identify fractions confidently and add halves and quarters accurately. In one lesson, the teacher skilfully questioned the pupils at the end of the lesson and, through discussion, ascertained what they had learned and what they needed to learn next. By Year 6, the pupils are trying out their ideas and developing their own strategies to solve problems. Sessions that enable the pupils to calculate mentally provide good practice, although the steady pace does not challenge them to calculate at speed. Through consolidation, the pupils understand appropriate non-calculator methods of multiplying decimals when calculating the cost of a menu for a family meal. Their work is accurate when adding lists of money and they carefully check the reasonableness of their answers with a calculator. By the time they leave the school, they use and understand place value and can transfer that knowledge to calculations in measures and money. They check the results of their calculations by applying inverse operations: for example, they know that $1124 + 3349 = 4473$ by checking that $4473 - 3329 = 1124$. Homework is used effectively to extend the pupils' learning.
7. Where teaching is at its best, planning clearly indicates specifically challenging objectives that are discussed with pupils, enabling them to know what is expected of them. Pupils respond well to good teaching and try hard, and pupils with special educational needs are very well supported, ensuring that they reach average levels in English and mathematics. The setting arrangements in Key Stage 2 are effective in enabling work to be planned for specific abilities. The most successful teaching ensures that work within each set is also planned to extend the most able. There is good use of mathematical language and this helps pupils to develop good mathematical thinking. Pupils use correct grammatical terms in English, reflecting how thoroughly they have been taught. Teachers are very effective at developing pupils' confidence and interest in mathematics through praise and encouragement and valuing the contribution the pupils make.

The headteacher provides very good leadership and management, which are having a positive impact on school improvement.

8. The leadership and management of the headteacher are very good. He has sensitively built upon the strong leadership of the previous headteacher, and in the short time he has been in post, has managed a period of significant change effectively and efficiently. The headteacher has a clear vision of what has to be done in the school to improve it, based on careful evaluation and analysis of

performance. He provides good professional leadership that is focussed on raising standards even further and has quickly gained the confidence of governors, staff, pupils and parents. All members of the school community are rightly proud of the school's achievements. Newly revised aims to maintain high standards, while ensuring that all members of the community sustain and enthusiasm for learning, are largely met, and underpin the school's development.

9. Apart from the headteacher, who has been in post for a year, many staff are very experienced and some have been in the school several years. The headteacher capitalises on this experience and is sensitively managing change, while maintaining good relationships and the strengths of the school. The rate of improvement since the previous inspection has accelerated over the last year since the headteacher has been in post. One example of this is the new school improvement plan, developed in consultation with staff and governors. Following a review of results, teaching and learning and the curriculum, the school improvement plan provides a significant tool for moving the school forward. The headteacher enables teachers to keep up to date by effective professional development. Good examples of this are the successful introduction of the national strategies for literacy and numeracy and the introduction the Investors In People award scheme that is enhancing team work and enabling teachers to develop their skills further.
10. One example of the very good management and leadership of the headteacher is the newly introduced management structure. It enables the headteacher to delegate responsibility effectively and involve all staff with responsibility in monitoring and evaluation of the school's performance. One reason for this effectiveness is that he is building successfully on the curriculum teams that already existed in the school, led by subject co-ordinators. The co-ordinators have a good knowledge of their subjects and their roles are sound in promoting good standards. Their role in monitoring and evaluation is developing. While they evaluate curriculum and lesson planning and feedback to individuals, the monitoring of teaching and learning is at an early stage of development.
11. The headteacher provides a good role model for the staff and has been active in his evaluation of each class. This is a good basis for the staff to develop their roles as critical professionals and a helpful code of practice has been drawn up ensuring that there are appropriate procedures for teachers' and governors' visits to classrooms. Test results are carefully analysed by the headteacher and discussed with the co-ordinators and all staff. This has led to improvements in pupils' performance: for example, improvements to the proportion of pupils reaching the higher Levels 3 and 5 in the national tests for reading and writing were the results of an analysis of the mistakes pupils make. The headteacher is sensitively planning the next steps in supporting his staff in their development of the skills of analysing the pupils' progress from each key stage and challenging them to make a more rigorous analysis of whether the high standards are high enough.
12. Another reason for the effectiveness of the headteacher is the very efficient administration in the school. It enables the headteacher to fulfil his responsibilities very effectively. Funding is carefully directed at the priorities and the budget is well managed by the administrative assistant, headteacher and governors.

The provision for the youngest children in their first two years is very good and consequently, children get a very good start to their school.

13. The children's attainment on entry to the Foundation Year is above average and the school's assessment on entry show that some of the pupils are well above average in their language and literacy and their mathematical development. The provision is very good and the curriculum is based on the new curriculum for children under five years of age. One of the reasons for the success of the Foundation Year is that the teachers use the information from assessment to set targets for the children, recognising their above average attainment. As a result, the pupils achieve well, learn quickly and are on course to exceed the Early Learning Goals for five year olds at the end of the Foundation Year. They are very well prepared to start work on the Programmes of Study of the National Curriculum at Key Stage 1.

14. Teachers in Year 1 are equally skilful at recognising the pupils' capabilities. They carefully use records of children's work and information from teachers to plan tasks that extend and challenge these able pupils. Teaching is good in nearly all the lessons observed. Consequently, the pupils make particularly good progress in the first two years of their schooling.
15. One reason for the good progress is that language and literacy are well taught. In the Foundation Stage, children are encouraged to write on their own at an early stage, and already have a clear idea of what makes a sentence. Teachers skilfully match experiences children have to the text they are reading as a class. This promotes interest and the children are keen and eager to listen and comment on the story. For example, after having had great fun watching where things blew to on a very windy day, they took great delight in a story about an elephant blowing away in the wind. They laughed at the trick the elephant played on the herd, and a lively debate ensued about how they knew which way the wind was blowing. As a result, their writing was lively and interesting. They are confident to try new words and, because they are taught the names and sounds of letters very well, they are confident to read and spell.
16. This good practice is continued in Year 1, where the pupils' listen attentively to their stories. For example, they thoroughly enjoyed 'Vanda's Walk' as part of literacy lesson and their topic on fruit. Because the teaching was good, pupils quickly recognised the sentences in the text by using the full stops and question marks. They know that they should use capital letters to show where a sentence starts. When writing, they could read and agree what was a sensible sentence and what did not make sense. Pupils in Year 1 are beginning to use a good range of strategies to read and spell. For example, they confidently sound out words for each other in their writing session. Effective work was planned for the most able and they were appropriately challenged when creating their own sentences.
17. The children's attainment in their mathematical development is above average and some respects well above average because work is planned that enables them to achieve well. A good example of this was in a short session as a group with the teacher counting and calculating numbers up to twenty that were more or less than each other. The very good relationships in the class enabled the teacher to stretch the children. They had great fun guessing what the right answer could be. They giggled with delight as they misled their teacher in a 'Guess a number more than five and less than 15' game. Most worked accurately and even those pupils who did not always get the right answer, tried very hard and were keen and eager to have a go. The teacher maintained a good bouncy pace, and as a result, the children concentrated for a long time. The children clearly understand numbers up to 10 and a good majority is confident with numbers up to 20. They are on course to exceed the Early Learning Goals for five year olds because the teachers plan work with their above average attainment in mind.
18. This same good teaching is a feature of mathematics and science in Year 1. Work is carefully planned to meet the needs of the different abilities in the class. Teachers' expectations are high for each group. Consequently, pupils count on and back from 20 with ease and several count to 100 by filling in a number track. Their attainment at this stage being well above average in number. Their previous work shows breadth and balance with good evidence of written presentation of mathematical thinking. The children's previous work in science shows the same good breadth and balance. Pupils' writing and diagrams show above average attainment in tasks that are relevant to their needs. For example, after an investigation into the materials suitable for building a house the pupils could say which were better for different purposes. Their recorded observations showed great detail in the investigation to find out if water travels up flower stems.
19. Teachers in the Foundation Stage provide a very good range of opportunities for children to develop their knowledge and understanding of the world. Work from the previous year's shows that the children achieve very well when learning about objects and materials such as balloons and bubbles. They have recorded their observations about the incubation of an egg to the hatching of the chick. By the end of the year the children exceed the expectations for this age group. Teachers are capturing the interests of the children in the current Foundation Year. A good example of this was an investigation into the direction of the wind. Enabling the children to learn first hand on a very windy day, the teacher skilfully managed the pupils' learning about the wind coming from the West

by letting the children release different materials and objects to see how they would blow. There was great excitement when a gust of wind picked up a duster and blew it high into the air over the fence. They talked about the materials 'swirling and flying' and realised that heavy things did not move so far. Their thinking was challenged when the flowerpots still blew. The teacher was skilful in her management of the learning because of her good control the pupils gained a great deal from the lesson. They were still able to discuss it in detail the next day.

20. Teachers plan and organise very successful activities to develop the children's creative development. They have a very good understanding of the needs of children under five years of age and consequently, the curriculum is very effective. Imaginative play is well structured and children take on different roles of characters with great enjoyment. They organise their ideas and take turns to speak. Pupils express themselves through paint and paper when blowing paint across paper or making a kite. Outdoor play is well planned despite the difficulties related to access to the play area.
21. In Year 1 pupils concentrate hard on weaving to make patterns like the pattern of the basket in 'Vanda's Walk'. In music the teachers' excellent choice of music increases pupils' understanding of the contrasts in music. Skilful questioning promotes good use of vocabulary in each class in the first 2 years in the school. The learning environment in the Foundation year and Year 1 is interesting and provides stimulating ideas and displays of pupils' good work.

The school provides very well for the pupils' social and moral development and, as a result, their attitudes, behaviour and personal development make a strong contribution to their learning.

22. The attitudes, behaviour and personal development of pupils are very good and are significant strengths of the school. They enhance the pupils' ability to learn and achieve well in lessons and they enjoy working and playing with each other. One important reason for this is the very good provision for moral and social development. The pupils' attitudes to learning are positive and they are very enthusiastic about their work and proud of the school. The school fulfils its aims very well in providing a stimulating environment and valuing the contributions that pupils make. From when children start school, interesting activities are planned to capture their imaginations and interest. As they get older they are keen to talk about their work and show pride in what they do by the neat and tidy presentation. Parents value the attitudes and values that the school promotes.
23. The very good provision for moral development is underpinned by a clear set of rules within a code of conduct and behaviour. The pupils know right from wrong. They know the school rules and the implications of breaking them. Consequently, they are courteous and polite to the adults who work with them and visitors to the school. For example, they hold open doors and spontaneously offer to help inspectors find their way around the school. The pupils behave very well in lessons and in the playground and this results in them being able to concentrate and work hard. From the Foundation Year throughout the school there is a calm purposeful atmosphere and pupils respond by working sensibly and quietly. In the playground they enjoy lively play and no aggressive behaviour was observed. They return to lessons quickly with a minimum of fuss. The very rare cases of bullying are dealt with quickly and pupils feel safe in the school.
24. Personal development and relationships are very good because the school does much to ensure that the pupils are responsible and caring towards each other. For example, the 'buddy' system with pupils in Year 4 makes them responsible for ensuring that young children have a 'friend' and helper in the playground. This system is very popular with parents and children and helps them to settle quickly into school and feel happy in a very large play area. Very good relationships are enhanced by the role models that teachers provide. They value the contributions the pupils make and praise and encouragement from adults is then reflected in the ways in which pupils encourage each other. Another good example is the system of mediators in Year 6. As part of a project in the City of Plymouth, the school was committed to train mediators selected from the oldest pupils to help children sort out their differences in the playground in positive ways. The pupils respond very

well to this support from each other and it does much to help the pupils' develop positive relationships.

25. Throughout, pupils take responsibility for a wide variety of tasks. For example, they help with lunches by organising sittings and helping younger children with their lunches to clearing up. They work well with the mealtime assistants. In classrooms the youngest to the oldest pupils have tasks that help the organisation of lessons. The pupils undertake these wide ranging roles very seriously. The benefits are clear to the children and the organisation significantly enhances pupils' personal development. The pupils are keen to come to school and attendance is above the national average.

WHAT COULD BE IMPROVED

Pupils do not receive their full entitlement for the information and communications technology curriculum and consequently standards are well below average and statutory requirements are not met.

26. The pupils are involved in a range of activities that promote their learning in information and communications technology. In the Foundation Year children are beginning to write their stories using simple word processing software. In Year 2, the pupils have word-processed simple prayers. By the time they are in Year 6 they are adept at using the keyboard but tend to be copy typing rather than entering text straight on to the screen and editing their work. Art programs are used to good effect and pupil can link text and pictures. The pupils in Year 6 described a project on the human body where they entered data into a database and created graphs to depict their findings. However, pupils do not have opportunities to exchange ideas in a variety of ways including email, control the models they make by using systems linked to the computer and explore models and employ systems to ask questions and identify patterns. Many pupils have computers at home and are competent users. A good example of this is the homework projects that pupils in Year 6 have undertaken. The school is not yet extending these skills sufficiently to enable the pupils to reach the levels of proficiency they should by the time they leave the school and standards are well below average.
27. The full information and communications technology curriculum is not yet taught because teachers' knowledge about the curriculum and how pupils' competencies can be extended is less than satisfactory. Many computers are old and in need of repair. The school is aware of these deficiencies and information and communications technology is the current focus of development. Exciting plans are in place and developments are being successfully led by a knowledgeable co-ordinator. The significant investment in the computer suite enabling a class of pupils to work on a broad range of technology including the Internet will become cost effective when it is in full use. The resources available are excellent. A programme of carefully planned staff training for teaching and non-teaching staff has started. Teachers who are confident are already using the suite for information and communications technology lessons.

Able pupils are not always given appropriately challenging work to ensure that they reach the levels of attainment of which they are capable.

28. In response to the key issues from the previous inspection, teachers are making objectives to lessons clear in their planning but they do not always show what the pupils of different abilities will learn. Consequently, while the school has identified the need to challenge the able children, more work is required to improve the learning opportunities particularly in mathematics and science that will extend the pupils' thinking. An appropriate policy for teaching able and talented pupils clearly defines agreed practices and procedures. The policy is not consistently applied in all lessons and does not recognise that the majority of pupils have above average attainment from when they start school. Consequently, with the exception of the Foundation Year and Year 1 the pupils do not always work on activities that stretch and challenge them.
29. As required by the previous inspection, a new planning format has recently been introduced that reminds teachers of the need to plan activities for the different abilities in the class. Teachers do not always plan good quality tasks for the most able, particularly in mathematics and science. For example, in a Year 6 mathematics lesson about odd and even numbers, some of the more able pupils were marking time as they could easily give the next number in a sequence. In science they often consolidate what they have learned and are directed too closely by teachers. This gives too little opportunity for the most able pupils to apply their knowledge and explore and investigate on their own. At times, extension activities are exercises from textbooks and too similar to the original tasks, resulting repetitive work that inhibits good progress. While there are good examples of assessment informing planning, teachers do not use records of pupils' previous work to ensure that skills and knowledge are systematically built as they move through the school.

30. In response to the previous inspection the school reviewed schemes of work and adopted the nationally recommended schemes. However, activities from the schemes are not fully revised to ensure that they are pitched at a sufficiently challenging level of ability for the pupils. Consequently, planning at the medium term does not show what the pupils of different levels will learn during the course of a unit. This results in all pupils of different abilities sometimes undertaking the same tasks and limits the learning of the most able.

While the governing body is fulfilling its statutory responsibilities, the role in shaping the direction of the school and in monitoring its progress is not sufficiently developed.

31. The governors are very supportive and fulfil their statutory responsibilities as required. For example, through the committee structure the premises committee is rigorous in its health and safety inspections. The governing body is made up of parents or ex-parents and the staff of the school. Many parent governors also work in the school. This means that they are committed to the school and are proud of its achievements. The governing body's knowledge of the school is helpful but it does not provide them with information upon which they can make impartial strategic judgements.
32. There have been changes over the last year leading to a restructuring of some of the roles of governors and a new chair of governors has been appointed. The chair and headteacher have not yet organised regular formal meetings and consequently the governors are too reliant on the headteacher for information and decision making. Minutes of governing body meetings indicate that he is unnecessarily responsible for agendas and the organisation of meetings. The governors support the headteacher in the changes that are being brought about in the school but there is limited evidence of their involvement in discussing changes and challenging decisions. While governors are involved in the school development planning process and budget setting, there is no evidence of a long-term strategic view enabling governors to help shape the direction of the school.
33. The headteacher provides governors with helpful information about the school but there is no system that helps governors monitor and evaluate how the school is getting on. An appropriately planned programme of training and improvements in the near future is designed to enhance the responsibility governors have in helping them to understanding its strengths and weaknesses

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should now:

1. Raise standards in information and communications technology and ensure that the pupils receive their full entitlement for the curriculum and that statutory requirements are met by:
 - i) completing the training for teachers;
 - ii) ensuring that all aspects of the curriculum are taught;
 - iii) ensuring that activities recognise the existing good competence of the pupils;
 - iv) ensuring that the computer room is cost effective by using it to the full.*

Paragraphs: 26, 27.

2. Ensure that able pupils are given appropriately challenging work that enables them to reach the levels of attainment of which they are capable by:
 - i) reviewing the policy for the able and talented pupils;
 - ii) ensuring schemes of work are adapted to provide challenging activities that build progressively on the pupils existing above average skills, knowledge and understanding;
 - iii) ensuring that lesson planning and planning in the medium term shows what pupils of different ability will learn during the course of each unit of work enabling teachers to plan lessons clearly showing what pupils of different abilities will learn.

Paragraphs: 6, 28, 29, 30.

3. Ensure that the governing body is fulfilling its role in shaping the direction of the school and in monitoring its progress by
 - i) re-evaluating their roles and responsibilities in order to ensure that they are fully involved in strategic planning and decision-making ;
 - ii) setting up systems that will enable governors to gain a better understanding of what the school does well and what needs improving;
 - iii) ensuring that the chair of governors and headteacher meet on a regular basis to review practices and procedures.

Paragraphs: 31, 32, 33.

* Denotes that this issue is a priority in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3%	65%	29%	3%	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)		449
Number of full-time pupils eligible for free school meals		13

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs		2
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	13

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4%

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	35	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	32	35
	Girls	28	27	30
	Total	62	59	65
Percentage of pupils at NC level 4 or above	School	94(84)	89 (89)	98(92)
	National	75 (65)	72 (69)	85 [78]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	33	36
	Girls	27	28	30
	Total	61	61	66
Percentage of pupils at NC level 2 or above	School	94 (100)	94 (94)	100 (94)
	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	1
Chinese	3
White	384
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

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

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	27.3
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	9
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Financial information

Financial year	199-2000
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	£
Total income	718264
Total expenditure	705635
Expenditure per pupil	1576

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	448
Number of questionnaires returned	211

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	3	0	1
My child is making good progress in school.	57	38	2	0	3
Behaviour in the school is good.	58	40	0	0	2
My child gets the right amount of work to do at home.	39	48	7	0	5
The teaching is good.	62	36	0	0	2
I am kept well informed about how my child is getting on.	39	40	15	3	3
I would feel comfortable about approaching the school with questions or a problem.	57	36	5	2	0
The school expects my child to work hard and achieve his or her best.	68	30	1	0	1
The school works closely with parents.	39	42	16	1	1
The school is well led and managed.	47	44	4	0	5
The school is helping my child become mature and responsible.	54	42	1	0	3
The school provides an interesting range of activities outside lessons.	30	29	20	6	15