

INSPECTION REPORT

ST MARGARET'S SCHOOL

Torquay

LEA area: Torbay

Unique reference number: 113232

Headteacher: Mr A Lock

Reporting inspector: Mr P Kemble
7269

Dates of inspection: 13th – 17th January 2003

Inspection number: 247331

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Barewell Road
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Appropriate authority: Governing body

Name of chair of governors: Ms M Walton

Date of previous inspection: 19th January 1998

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Team members			Subject responsibilities	Aspect responsibilities
7269	Mr P Kemble	Registered inspector	English as an additional language Science Music	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
8992	Mr J Vischer	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
13307	Mr I Hancock	Team inspector	Educational inclusion, including race equality Mathematics Geography	How good are the curricular and other opportunities offered to pupils?
16038	Ms J Bavin	Team inspector	Areas of learning for children in the Foundation Stage Special educational needs Art and design Religious education	Hearing Support Centre
30438	Mr R Guest	Team inspector	Information and communication technology Design and technology History	
21450	Mr D Kilborn	Team inspector	English Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Margaret's School is a larger than average primary school. There are 349 pupils on roll, consisting of 187 boys and 162 girls. Numbers are lower than at the time of the previous inspection, due to the building by the local education authority since then of a new primary school a short distance from St Margaret's and a declining population in the area. Pupils attend from a wide range of privately owned, local authority and temporary housing within the school's catchment area. The social and economic backgrounds of pupils are broad, but are below average overall. The socio-economic background of pupils is broad, but is below average overall. A high number of pupils join the school in year groups other than reception or leave before the end of Year 6. These high levels of pupil mobility have a significant impact on the way that the school is managed and organised. The school has achieved a good reputation for the way it works with pupils who attend for a short time only, as well as pupils with emotional, learning or physical difficulties. Pupils' level of attainment on entry into reception varies from year to year, but is typically below average. There are 106 pupils (30.4 per cent) on the register of pupils with special educational needs, a figure which is above the national average. Eleven pupils have statements of special educational needs, an above average figure. Five of these pupils attend the attached Hearing Support Centre. Almost all pupils are from white backgrounds. Just over one per cent of pupils are from minority ethnic backgrounds, none of whom have English as an additional language. Eighty-five pupils (24.3 per cent) are eligible for free school meals, a figure above the national average.

HOW GOOD THE SCHOOL IS

St Margaret's is a good school with significant strengths. Standards are average in mathematics and science, and are below average in English by the end of Year 6. Overall, pupils, including those with special educational needs, make good progress when compared with their levels of attainment on entry into school. Good progress is the result of good teaching, high levels of care and support, pupils' very good attitudes to school and a strong commitment amongst all staff to raise standards further. The headteacher provides very effective leadership. The school gives good value for money.

What the school does well

- By the end of Year 2, standards are above average in writing and art and design; they are well above average in information and communication technology.
- By the end of Year 6, standards are above average in information and communication technology and physical education.
- Pupils, including those with special educational needs, make good progress overall in English, mathematics and science.
- The quality of teaching and learning is good overall; teamwork amongst all teaching and non-teaching staff is excellent.
- Pupils benefit from a broad and balanced curriculum and an excellent range of extra-curricular activities extends their learning.
- Provision for pupils with special educational needs and for pupils with hearing impairment is very good.
- Provision for pupils' moral and social development is very good; pupils behave well, have very good attitudes to their work and have excellent relationships with each other.
- The leadership provided by the headteacher is very good and governors carry out their responsibilities very well.

What could be improved

- Not enough use is made of other subjects of the curriculum in Years 3 to 6 to promote and extend pupils' literacy and numeracy skills.
- The amount of time allocated to mathematics in Years 1 and 2 is not used well enough to fully challenge and extend pupils' learning and teachers' expectations are not high enough.
- Subject co-ordinators do not have enough opportunities to critically analyse teachers' lesson plans or monitor the quality of teaching.
- Higher attaining pupils are not given enough opportunities to work independently at creative or problem-solving activities.

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 a good improvement overall since the previous inspection in January 1998. This is mainly due to the headteacher's leadership, improvements to curriculum provision and higher expectations amongst teachers of pupils' academic and social achievements. Weaknesses identified in the previous report have been dealt with mainly successfully. Teachers' subject knowledge is now regularly updated. Assessment procedures in English are good and are used well to raise standards. The quality of teaching and learning in English is now good overall. Procedures for the involvement of governors, the headteacher and staff in the monitoring and evaluation of the work of the school have improved. However, there is still work to be done in helping subject co-ordinators to analyse more critically their colleagues' lesson plans and the quality of teaching. There have been other significant improvements since the previous inspection. Standards in English, mathematics and science at the end of Key Stage 2 have risen from well below the national average to average in mathematics and science and below average in English. Standards in art and design, design and technology, geography and religious education have improved and are now in line with those expected of Year 6 pupils. Standards in physical education are now above expectations. Pupils' attitudes to school have improved and are now very good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	C	D	C
mathematics	C	C	C	A
science	D	D	D	C

Key

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

Results in the above table show that, when they are compared with those of similar schools, pupils attain well above average standards in mathematics and average standards in English and science. Standards in English and science are below the average for all schools, and average in mathematics. However, school test and assessment data shows that, when compared with their levels of attainment on entry into school, pupils make good progress in these subjects. Standards are affected by the high

incidence of pupil mobility. On average, each year, only half the pupils who take the end of Key Stage 2 national tests begin their school career in reception. There are no significant differences in the achievements of boys and girls, pupils with special educational needs or pupils from minority ethnic groups.

Standards in mathematics and science were average, and in English they were below average, in Year 6 at the time of the inspection. It is likely that, if all the pupils remain in school until then, they will achieve the targets set by the school in the 2003 national tests. During the inspection, standards in Year 2 were above average in writing, average in reading and science, and below average in mathematics.

Children in the Foundation Stage make good progress and achieve particularly well in their personal, social and emotional development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils in all classes tackle their work with interest and enthusiasm.
Behaviour, in and out of classrooms	Good. Pupils are respectful, polite and courteous to each other and to all adults.
Personal development and relationships	Very good. Relationships amongst pupils are excellent and they co-operate very well in lessons, assemblies and at playtimes.
Attendance	Satisfactory. Instances of unauthorised absence are above the national average. Almost all pupils arrive at school on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching and learning is good overall and meets the needs of all pupils well. Basic skills of literacy and numeracy are taught well. The quality of pupils' imaginative and creative writing is often good, especially in Years 1 and 2, because teachers plan interesting and motivating activities that sustain pupils' concentration and effort. However, other subjects of the curriculum are not always used as well as they could be to promote pupils' literacy skills, particularly when there is an overuse of worksheets. Pupils achieve particularly well in mathematics in Years 3 to 6 because they benefit from teaching in small groups and a strong emphasis on mental and oral activities. All pupils benefit from excellent teamwork amongst teachers and learning support assistants. Teachers sometimes take classes other than their own so that pupils benefit from specialist subject knowledge and expertise. Work is generally matched well to pupils' needs, providing them with good levels of challenge, although this is not always the case in some numeracy lessons in Years 1 and 2, and in some art and design, geography, history and religious education lessons in Years 1 to 6. Pupils requiring additional support receive very well-planned tasks taught by special educational needs teachers and learning support assistants. All staff meet the needs of pupils who spend only a short time in school very well. Hearing impaired pupils are taught very well and are very well integrated into the life of the school. Relationships between teachers and pupils are excellent and make a significant contribution to pupils' good progress and their very good attitudes to school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is a strong emphasis on provision for the core subjects of English, mathematics and science. Planning in other subjects, such as geography, history and religious education, is not linked as well as it might be to promoting core subject skills. An excellent range of clubs, visits, visitors and residential trips extends pupils' learning in all subjects very well.
Provision for pupils with special educational needs	Very good. Pupils' individual education plans are of very good quality with achievable targets linked closely to pupils' classroom work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Promotion of pupils' moral and social development is very good. Promotion of pupils' spiritual development is good. Promotion of pupils' cultural development, and provision for raising pupils' awareness of life in a multicultural society in particular, are satisfactory.
How well the school cares for its pupils	Very well. Pupils' benefit from high levels of care, welfare and attention to safety. Procedures for monitoring academic and social development are good.

The school has worked hard to establish positive links with parents and the local community. This is reflected in the significant financial support the school receives from parents and their good attendance at school concerts. However, a small minority of parents is reluctant to take advantage of opportunities offered to be more involved in their children's learning and to attend parents' evenings.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is well supported by the deputy headteacher. All staff work hard to carry out their responsibilities. Teamwork amongst staff and governors is excellent.
How well the governors fulfil their responsibilities	Very well. Governors have a good understanding of the school's strengths and areas for improvement, helping them to make effective decisions about school improvement.
The school's evaluation of its performance	Satisfactory. Procedures for monitoring and evaluating the life and work of the school involve all staff and governors and are mainly good. However, there is insufficient critical analysis of the quality of teaching and learning and teachers' daily lesson plans, and so inconsistencies in standards are not always identified as quickly as might be expected.
The strategic use of resources	Good. Staffing, accommodation, resources and finances are generally used effectively and efficiently to promote high standards. The principles of best value are well understood by governors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school, behave well and make good progress.• Teaching standards are good. Teachers have high expectations and help children to become mature and responsible.• The amount of homework is about right.• The school deals effectively with questions and problems.• The school is well led and managed.• There is a good range of activities outside lessons.	<ul style="list-style-type: none">• The school does not work closely enough with parents of younger pupils.• The school does not keep parents well enough informed about their children's progress.

Inspectors agree with all the aspects that please parents. Inspectors judge that the way the school works with parents, and the opportunities it provides for parents to find out about their children's progress, are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Strengths

- Standards have made a good improvement overall since the previous inspection.
- Pupils generally make good progress in English, mathematics and science from their level of attainment on entry into reception.
- Pupils with special educational needs make good progress.
- Hearing impaired pupils achieve well.
- Pupils achieve particularly well in information and communication technology in Years 1 to 6, in writing and art and design in Years 1 and 2, and in physical education in Years 3 to 6.

Areas for improvement

- Pupils in Years 1 and 2 do not make as much progress in mathematics as might be expected.
- Higher attaining pupils are not always challenged enough by their tasks.
- Opportunities are missed to extend pupils' literacy and numeracy skills in other subjects of the curriculum.

1. The level of attainment on entry of children into the reception classes at St Margaret's varies from year to year but is typically below average, particularly in literacy and numeracy skills. This is reflected in the above average numbers of pupils with special educational needs throughout the school. A high percentage of pupils either leave the school before they reach Year 6 or join the school in year groups other than reception, and this has a significant impact on standards, particularly in Years 3 to 6. For example, on average each year, only half the pupils who take the end of Key Stage 2 national tests begin their school career in reception. However, school and national test and assessment data shows that pupils typically make good progress from their level of attainment on entry in English, mathematics and science.
2. Children in the Foundation Stage achieve well and make good progress overall. They benefit from well-planned activities and very good levels of care. They receive a good start to their school career. During Years 1 and 2, pupils make good progress in English and science, but progress is unsatisfactory in mathematics, partly because of difficulties some pupils experience with their reading and speaking skills and partly because expectations of what pupils can achieve are not high enough. In Years 3 to 6, pupils make good progress in mathematics and science and satisfactory progress in English. They gain particular benefit from effective use of additional teaching and non-teaching staff to teach small groups of pupils in English and mathematics. Pupils benefit from good teaching overall in all classes, particularly in the basic skills of English and mathematics. As a result, by the end of Year 2, pupils' achievements in writing are above those expected and, in speaking and listening and reading, they are in line with the standards expected. By the end of Year 6, standards in mathematics and science are average and below average in English.
3. Pupils benefit from very good levels of educational inclusion. Pupils of all capabilities, gender and background have equal access to all aspects of school life. This is

reflected in the good overall progress that pupils make. Levels of challenge are mainly good for pupils of different capabilities. This is particularly so for lower and average attaining pupils. It is more variable for higher attaining pupils, particularly when lessons are predominantly whole-class, for example in some science, geography, history and religious education lessons. Pupils with special educational needs receive good levels of challenge throughout the school and, as a result of good support in lessons and in groups withdrawn from classrooms, make good progress towards the targets in their individual education plans. Hearing impaired pupils make good progress and achieve well because of their successful integration into the daily life of hearing peers in their respective year groups.

4. Foundation Stage children benefit from good levels of concern for their welfare, and this leads to them achieving well and making good progress in their personal, social and emotional development. As a result, children settle quickly into class routines, concentrate well and put good levels of effort into their work and play. By the time they enter Year 1, most children have achieved the expected standards in communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development.
5. The results of national tests at the end of Year 2 and Year 6 show that pupils' achievements over time have risen at the same rate as the national trend. Results at the end of Year 2 have varied between average and below average in reading, writing and mathematics, mainly because of differences in the overall level of attainment of successive intakes of children into the reception classes. Results at the end of Year 6 have fluctuated over time, but the percentage of pupils achieving the expected Level 4 or above in English, mathematics and science has steadily improved. The school's success in raising standards from the well below average results in 1997 in English, mathematics and science, to average in mathematics and below average in English and science in 2002 has been recognised by two successive national school achievement awards.
6. The school's national test results compare favourably with those of schools with a similar percentage of pupils eligible for free school meals. The 2002 test results for Year 2 pupils showed standards in writing to be well above average, reading above average and mathematics below average. The 2002 test results for Year 6 pupils showed standards in mathematics to be well above average, and standards in English and science average. There are no significant differences in the attainment of boys and girls or pupils from minority ethnic backgrounds.
7. There has been a good improvement in standards in other subjects since the previous inspection. Standards in information and communication technology have made a very good improvement from average to well above average by the end of Year 2 and above average by the end of Year 6. Standards in writing by the end of Year 2 have risen from below to above expectations. Standards in art and design, design and technology, geography and religious education have improved and are now in line with those expected of Year 6 pupils. Standards in physical education are now above expectations. Standards have risen because of the training teachers have received in national and school curriculum initiatives, improvements to the

schemes of work in all subjects which teachers use to plan their lessons and more effective analysis of school and national assessment data in order to identify weaknesses in standards.

8. Inspection findings are that, by the end of Year 2, standards in information and communication technology are well above those expected for pupils of their age. Standards in writing and art and design are above expectations. Standards in science, design and technology, geography, history, music, physical education and religious education are in line with expected standards. Mathematics standards are below those expected. By the end of Year 6, standards in information and communication technology and physical education are above those expected of pupils of their age. Standards in mathematics, science, art and design, design and technology, geography, history, music and religious education are in line with expectations. Standards in English are below expectations. Throughout the school, pupils achieve well in their knowledge and understanding of grammar, spelling, punctuation and number facts.
9. Improvements in standards and the good progress pupils make are the result of good teaching. Teachers' subject knowledge is good in English, mathematics and science. Activities are interesting and motivating and they help to promote good attitudes to their learning amongst pupils. Teachers' enthusiasm is successfully conveyed to pupils and this leads to pupils working hard to meet the challenges set. In information and communication technology and physical education lessons, teachers make effective use of pupils' particular enjoyment of these subjects to set high targets for their achievements and pupils make good progress and achieve well as a result. In art and design, design and technology, geography, history, music and physical education, pupils benefit from the excellent range of extra-curricular activities provided by teaching and non-teaching staff.
10. Overall, pupils' basic literacy and numeracy skills are good. Teachers have made effective use of the national guidelines for these subjects to raise standards. Pupils write mainly well-punctuated sentences, often with accurate spellings. Handwriting standards are satisfactory. Pupils join keenly in whole-class discussions. They listen well to each other and their teachers, but have more difficulty in putting their thoughts and ideas into words when they speak. This affects their progress to some extent in mathematics in Years 1 and 2, but lack of challenge in the tasks planned also restricts progress. However, these pupils, and pupils in Years 3 to 6, have a good knowledge and understanding of basic number facts. In most subjects, teachers do not plan enough opportunities for pupils to develop literacy and numeracy skills, or skills such as problem-solving and independent research. This is mainly why progress in areas of learning, such as speaking, reading, geography, history and religious education, particularly in Years 3 to 6, is no better than satisfactory.

Pupils' attitudes, values and personal development

Strengths

- Pupils have very good attitudes to their work and behave well in lessons and around the school.
- Pupils form excellent relationships with each other.
- Pupils are keen to come to school.

Area for improvement

- Rates of unauthorised absence are above the national average.

11. At the time of the previous inspection, pupils' attitudes, behaviour and personal development were reported to be good throughout the school. Staff have successfully built on, and improved, these good standards. Pupils now have very good attitudes to school across all year groups. They are happy, self-confident boys and girls who work and play well together. Relationships between staff and pupils and pupils themselves are excellent. Parents endorse these high standards in the pre-inspection questionnaire returns and comments at the parents' meeting with a unanimous view that their children like school. However, these positive attributes are not reflected in the attendance figures, which are only satisfactory.
12. Pupils' very good attitudes are a strength of the school. Children in the reception classes make very good progress in their personal, social and emotional development. They quickly adjust to the school's routines, grow in independence and willingly concentrate and take responsibilities. Pupils with special educational needs have extremely positive attitudes to their learning. When they are taught in the special needs base by the special educational needs co-ordinator their motivation, concentration and effort are exemplary. This is a direct result of her considerable teaching skill and the high quality relationships that she has forged with pupils. A small group of boys in a session working on self-esteem demonstrated extraordinary care for each other when they identified their strengths and areas for development.
13. Pupils settle quickly at the beginning of the day, reading or practising spellings quietly during registration. In most lessons, pupils' constructive attitude and enthusiasm help drive the lesson forward and persist even when the focus of a teacher's question is not clear. Pupils try hard, they are proud of their achievements and ready to talk about them. They are confident and interested in being challenged and always involve themselves in activities well. For example, participation by all pupils was excellent in the Key Stage 1 and Key Stage 2 hymn practices and resulted in high standards of singing.
14. Pupils join keenly in whole-class discussions at the start of most lessons, and this is a characteristic of literacy and numeracy lessons where they are keen to answer their teachers' questions. However, they tend to take a passive approach to learning and do not show initiative and a willingness to generate fresh approaches to problems beyond what would be expected. This affects pupils' learning, for instance in science, where there is a weakness in pupils' ability to draw conclusions from the results of investigations. All pupils take pride in carrying out their monitor responsibilities and enjoy being part of the school community.
15. Behaviour, both in lessons and around the school, is good. The small number of exclusions reflect isolated examples of poor behaviour which are dealt with firmly. There were no incidents of oppressive behaviour with regard to bullying, sexism or racism noted during the inspection. In whole-school assemblies, the hall is tightly packed but pupils cope very well sitting so close to one another and in the way they negotiate passing others. Pupils are willing to approach visitors, greet them in a friendly way and are happy to hold doors open and let others through first. At the end of most playtimes, pupils queue patiently to go to their classrooms and walk sensibly into school. However, at morning play in the split-level playground used by Years 1 and 2 pupils, the area is small and crowded, football games are played and many pupils become over-excited. As a result, lining-up procedures are not so well disciplined. At lunchtimes, pupils behave well in the dining hall, and eat pack-lunches sensibly in classrooms.

16. Relationships are excellent between pupils and between staff and pupils and make a significant contribution to pupils' academic and social achievements. Pupils hold the headteacher in high esteem and respond well to his friendly and encouraging style. During lessons, pupils unselfconsciously help others and boys and girls work co-operatively in pairs and in groups. Hearing impaired pupils, and pupils with emotional and behavioural difficulties, take part in activities and learning in all classes without any problems. A measure of the excellent relationships is the fact that several pupils have taken steps to learn and understand signing in order to be able to communicate with the hearing impaired pupils more easily. In the school playgrounds, participation in activities is determined more by inclination than age so different age groups mix very well together. These excellent relationships are clearly seen at the school council meetings, where pupils are very considerate and listen very well to one another, putting hands up very patiently and valuing suggestions and comments from any age group.
17. Attendance is satisfactory. Attendance levels are similar to those reported at the time of the previous inspection. Authorised absences are in line with the national average. Unauthorised absences are higher than the national average. There are a small but regular number of daily late-comers, which means that, because lessons start promptly, they are not as ready to learn as the majority of pupils.

HOW WELL ARE PUPILS TAUGHT?

Strengths

- The quality of teaching and learning is good overall; teachers' management of pupils is very good.
- Pupils benefit from interesting activities that maintain and sustain their concentration.
- Teamwork amongst teaching and learning support assistants is excellent.
- Relationships between teachers, learning support assistants and pupils are excellent.

Area for improvement

- Higher attaining pupils are not always sufficiently challenged by the activities planned for them.

18. At the time of the previous inspection, the quality of teaching and learning was judged to be good overall in the Foundation Stage and in Years 1 and 2, and satisfactory overall in Years 3 to 6. Just over 14 per cent of lessons were judged to be unsatisfactory, all of which were observed in classes in Years 3 to 6 and were mainly English lessons. Teachers had good subject knowledge and managed pupils well.
19. The quality of teaching and learning has made a good improvement since then, particularly in Years 3 to 6. Eighty-two lessons, or parts of lessons, were observed during the inspection. Sixty lessons were judged to be good or better, including 19 which were very good and two which were excellent. Of the remaining 22 lessons, 18 were satisfactory and four were less than satisfactory. The quality of teaching and learning is good overall in English, mathematics, science, art and design, information and communication technology, music and physical education. It is satisfactory in design and technology, geography, history and religious education.

20. Improvement is due to higher expectations of what pupils can achieve, more effective procedures for monitoring and evaluating the quality of teaching and learning by the headteacher and subject co-ordinators and a strong emphasis on training to extend teachers' subject knowledge. As a result, there is now very little difference in the quality of teaching and learning between the Foundation Stage, Key Stage 1 and Key Stage 2 and, as a consequence, pupils benefit from a mainly progressive and continuous development of their skills from reception to Year 6.
21. The quality of teaching is good for children in the reception classes; it is very good for personal, social and emotional development and good for all other areas of learning. Teachers plan with a good understanding of the value of play and children's active involvement in activities. When teaching is very good, children have plenty of time to study resources and very good opportunities to express their ideas. Teachers encourage high levels of concentration and children think hard, for example about which toys babies could use.
22. In Years 1 and 2, the quality of teaching and learning is good overall. Of the 24 lessons seen, 17 were good or better, including five which were very good and one which was excellent. Five lessons were satisfactory and two less than satisfactory.
23. The best teaching is characterised by very good management of pupils, effective teaching of basic skills and good subject knowledge. In all the lessons seen in Years 1 and 2 during the inspection, occasions when pupils were not purposefully engaged in activities were rare because of the skilful way teachers managed and organised pupils' learning. In a very good Year 1 English lesson, pupils remained hard at work throughout because the teacher maintained regular contact with each group of pupils and made sure that pupils had all the resources and information they needed to complete their activities successfully. As a result, learning moved on at a good pace and pupils achieved well. Pupils benefit from teachers' good subject knowledge. This means that pupils are motivated by enthusiastic teaching and their questions are answered with confidence. This was evident in science and music lessons in Years 1 and 2 classes. Teachers have a very good awareness of the differing capabilities of pupils in their classes and, through excellent liaison with specialist teachers and learning support assistants, teach basic skills well. As a result, pupils make good progress in reading, writing and their personal development.
24. In lessons where teaching is satisfactory, or occasionally less than satisfactory, the purpose of lessons is not always clear. This means that activities are not always appropriate to meet pupils' needs and expectations are not sufficiently high. This was characteristic of some mathematics, design and technology and music lessons in Years 1 and 2 classes.
25. In Years 3 to 6, the quality of teaching and learning is good overall. Of the 49 lessons seen, 36 were good or better, including 13 which were very good and one which was excellent. Eleven lessons were satisfactory and two less than satisfactory.
26. The most effective teaching is characterised by very good management and organisation of pupils' learning, high expectations of pupils' academic and social achievements and good subject knowledge. Teachers are successful at managing and organising lessons to promote both academic and social skills. For example, teachers often arrange groups of pupils so that sometimes pupils of similar capability work together and sometimes there is a mixture of capabilities. For example, in a Year 5 science lesson, the teacher arranged groups so that pupils with emotional and behavioural difficulties were together. This enabled her to work with them and they

benefited from her direct teaching. Contact was still maintained with other groups of pupils in the class, who made good gains in their learning as they worked independently on other aspects of the lesson.

27. Good use is made of teachers' specialist subject knowledge. Pupils benefit from the good subject knowledge of teachers other than their own class teacher in art and design, design and technology, history, music, physical education and religious education. For example, a class of Year 4 pupils was observed making good gains in their learning as they enjoyed a music lesson taught by a teacher from Year 5.
28. In lessons that are satisfactory, or occasionally less than satisfactory, the match of work to pupils' needs is not always appropriate, particularly for higher attaining pupils. This leads to some pupils becoming inattentive and the rate of progress is slow. This was seen in some mathematics, art and design, geography and history lessons.
29. Teachers in Years 1 to 6 teach basic skills well because of the successful implementation of the National Literacy and Numeracy Strategies. Within English and mathematics lessons, the national guidelines are used well to promote good standards of grammar, punctuation, spelling, handwriting and recall of number facts for pupils of differing capabilities. Speaking skills are promoted well in literacy and numeracy lessons because teachers plan regular occasions for pupils to talk about their work. Teachers do not, however, always make best use of other subjects of the curriculum to promote pupils' literacy skills. This is particularly evident in science, geography, history and religious education lessons, where opportunities are missed to encourage different styles of writing and to link skills learned in literacy lessons to work on class projects and themes.
30. Teachers generally select suitable teaching methods when planning lessons. This leads to a good balance between whole-class, group and individual work. Planning is particularly good for whole-class introductions to lessons, and there were very few occasions during the inspection when pupils were not fully aware of what they had to do and why as they moved to group or independent work. Group activities are often well matched to pupils' needs, with special educational needs and lower attaining pupils making good progress as a result. Higher attaining pupils sometimes have to work through the same activities as the rest of the class before tackling more challenging tasks. This was evident in some mathematics, science, geography, history and religious education lessons in all year groups. These pupils are not given enough opportunities to follow their own lines of enquiry, devise their own investigations and experiments or carry out independent research.
31. Teachers do not always give enough status to the last part of lessons, called plenaries, when whole-class sessions are used to review, through discussion and

comment, what has been learned, to consolidate learning and to help teachers and pupils evaluate the success of lessons. The best examples of the use of plenaries were observed in English lessons in classes in all year groups.

32. Support for the oldest pupils in literacy and numeracy lessons in the special needs base room is exceptionally strong. This is because the special educational needs co-ordinator has outstanding skills in empowering and motivating pupils. When teaching is excellent, the lesson is planned exceptionally carefully to ensure that each pupil is making fantastic strides within the lesson, because each is challenged at his/her own level. This was apparent when pupils increased their confidence, accuracy and speed with number work, some by adding two-digit numbers on paper and others by adding three-digit numbers in their heads.
33. The teaching and support for pupils with special educational needs is good overall. Specialist sessions for groups of pupils between Years 1 and 4 are consistently good. This is because teachers use their good knowledge of pupils to select interesting materials; they plan carefully to provide achievable challenge and take account of what different pupils can already do. This means that pupils increase their knowledge, skills or understanding visibly in each lesson, and this, in turn, develops their self-esteem.
34. Support in whole-class lessons for pupils with special educational needs is good throughout the school. Pupils share strong and trusting relationships with support staff who provide discreet, sensitive and well-timed support. They play a significant and positive part in ensuring that pupils learn at a similar rate to their peers. Teachers know their pupils well and so they mostly adapt questions and tasks well for pupils and this exceeds what is written on their lesson plans. Occasionally, teachers do not organise their teaching with a full awareness of meeting the needs of pupils with special educational needs; however, the support staff ensure that directions are understood and pupils remain concentrating. Sometimes, when teachers are addressing the whole class, support staff sit to one side and opportunities to use their skills, for example to observe particular pupils' involvement, are missed.
35. Homework is used very well in Years 1 to 6 to extend pupils' literacy and numeracy skills. Regular reading, spelling and number activities have had a positive impact on standards since the previous inspection. Parents give good support to helping their children at home and teachers have developed positive links between home and school as a result, with significant benefits to pupils' academic and social development.
36. Teachers promote the school's agreed aims, values and policies very well. Expectations of pupils' achievements are high. Relationships are excellent. Pupils' contributions are valued in lessons and assemblies and pupils respond very well to the respectful and caring way that they are treated. As a result, pupils settle quickly into school, especially those who join the school in year groups other than reception and who have learning or physical disabilities, and rapidly become confident class members.

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

Strengths

- Pupils benefit from a broad and balanced curriculum.
- Provision for pupils' personal, social and health education is good.
- The promotion of pupils' moral and social development is very good.
- Provision for pupils with special educational needs is very good.
- Pupils benefit from an excellent range of extra-curricular activities.

Areas for improvement

- Other subjects of the curriculum are not used well enough to promote pupils' literacy and numeracy skills.
- Levels of challenge for higher attaining pupils are not always high enough.
- Opportunities are missed to prepare pupils more fully for life in a multicultural society.

37. The school has worked hard since the last inspection to improve the curriculum for pupils in Years 1 to 6 and address issues raised in the report. Improvement is good overall. The curriculum now has satisfactory breadth and balance and meets the requirements of the National Curriculum and of the locally agreed syllabus for religious education. All pupils have full and equal access to the curriculum, particularly pupils with special educational needs, and pupils in the Hearing Support Centre, who are very well integrated into school life.
38. A large proportion of time has been appropriately allocated to the teaching of literacy and numeracy and teachers use the national strategies well to improve achievement. However, insufficient opportunities are provided throughout the curriculum to develop pupils' extended writing skills and less time is allocated to the teaching of numeracy in Year 2 than other year groups, limiting pupils' rate of progress in these aspects of their learning. Currently, there are not enough opportunities for pupils to use literacy and numeracy skills across the curriculum, in subjects such as science, geography, history and religious education, and for higher attaining pupils to develop enquiry, research and investigative skills. Pupils develop good computer skills in the computer suites, but these skills are not used as effectively as might be expected across the curriculum.
39. Children in the reception classes benefit from a good variety of relevant and interesting practical activities and experiences. Provision is good because all members of staff share a good understanding of how children learn. Teachers make sensible and suitable use of the National Literacy and Numeracy Strategies, for example by including puppet work and play-dough letter work. This means that children remain interested, co-operative and active throughout the day, even when they are very new to school. The school does not plan enough outside activities throughout the year to support children's learning.
40. Provision for pupils who have special educational needs is very good. The school provides a thoughtfully considered and flexible range of support to meet the needs of various groups of pupils and individuals. Pupils benefit from the high proportion of specialist teaching for identified groups throughout the school, with group sizes ranging from two to 17 pupils. This is highly effective in supporting pupils' personal, social and academic development in literacy and numeracy. The special educational

needs co-ordinator provides highly effective specialist support, such as the programme of self-esteem work that was running at the time of the inspection. Good quality individual education and personal education plans are in place. Targets are clearly defined and the needs of pupils with statements of special educational needs are met very effectively. The provision meets, and far exceeds, its statutory obligations.

41. Teachers' planning for the year and for each term in all subjects, to meet the wide range of capabilities in each class, is mainly good, so that there are no unnecessary repetitions of work or omissions in the provision. Weekly lesson plans are detailed and thorough but do not always contain activities that are sufficiently challenging for all pupils, higher attainers in particular. This is partly due to the lack of critical analysis by subject co-ordinators of this aspect of teachers' planning. All subjects have schemes of work, most of which are based on national guidance. They provide a good basis for teachers as they plan their lessons by outlining learning purposes, activities and resources.
42. High priority is given to the provision for pupils' personal, social and health education and lessons are an integral part of the weekly timetable. The school takes good pastoral care of all its pupils and encourages them to work well together in class and play amicably in the playground. Sex education is well taught to older pupils, mainly through the science programme. The dangers of drug misuse are explained in detail to each class during visits from the Drugs Life Education Centre. The school has been successful in gaining sponsorships to pay for this support.
43. The curriculum is enriched by numerous visits, related to classroom projects, to local places of interest such as Paignton Zoo, Exeter Cathedral, Plymouth Aquarium, 'Wild Night' out on Dartmoor and a residential week in Bude. The school welcomes visitors, such as a basketball coach, a missionary from Tibet and an adventure challenge group working with parents, to broaden pupils' experiences. The school provides an excellent range of extra-curricular activities, which are very well supported by pupils. The activities greatly extend pupils' learning in many aspects of the curriculum, including physical education and music, and have a very positive impact on standards achieved.
44. Positive links have been established with the local community to support curricular opportunities. These include Torquay United football club, a police liaison officer, local churches and residential homes, where pupils regularly sing to the residents. The school has constructive relationships with local playgroups. The headteacher is chairperson for the local Primary Headteachers' Association, where regular liaison meetings are held and co-ordinators have the opportunity to meet with colleagues from other schools to discuss their subjects in several curriculum areas.
45. The school makes good provision for the spiritual development of its pupils. Provision for their social and moral development is very good and for cultural development, it is satisfactory. These aspects of the school's provision make a significant contribution to pupils' personal and social education. The good provision found in the previous inspection has been improved upon and is now more consistently applied across the school.
46. Provision for spiritual development is good. Well-planned acts of worship that set the theme for the week are successfully extended in class discussion times and are particularly effective in promoting pupils' self-esteem. For example, an assembly based on the theme of friendship used personal family reflections very well to give a

focus for pupils to explore the meaning behind Christian values, beliefs and care for others in the community. In religious education lessons, pupils learn about their own and other faiths and are encouraged to discuss the way in which issues impact on themselves and others. Older pupils are expected to respond in more personal ways and to discuss aspects of major rites and events, such as the Creation, which they enact, consider and represent in drama and dance lessons. The strong emphasis on care for, and development of, the environment of the school and beyond effectively promotes respect for the natural world. Lessons in literacy, science and music in all year groups provide good opportunities for pupils to be fascinated and excited by aspects of their learning.

47. The provision for pupils' moral development benefits from the consistent application by all staff of school and class rules. Very good systems are in place for supporting pupils with behavioural difficulties and a high level of care and concern for the individual pervades school life. There is a strong emphasis on positive aspects of behaviour, with reward systems and codes of conduct developed in consultation with pupils on the school council. These arrangements help pupils to know what is expected of them. Adults set very high standards of conduct and are very good role models. Pupils are taught clearly the difference between right and wrong and have a good understanding of the need for rules to promote an orderly community.
48. The promotion of pupils' social development is very good because staff successfully promote equal rights and responsibilities throughout the school. There is a strong sense of community and ownership, reflected in the way pupils are proud of their school. They enthusiastically seize the opportunities given to them for personal responsibility. For example, pupils in all classes act as monitors, with older pupils preparing equipment and seating for assemblies and acting as prefects to support younger pupils at playtimes. Responsibility is promoted less effectively in class lessons, where opportunities are missed to provide independent research, to let pupils follow their own lines of enquiry and to devise their own investigations and experiments.
49. The excellent provision for extra-curricular activities encourages the commitment of the individuals themselves and to the others who depend upon them. The playing of competitive games against local schools develops this ethos and a perception of shared dependence and aims. The residential visits for pupils from eight years upwards give pupils the opportunity to experience life away from home and to socialise with their teachers and peers in a new situation.
50. Provision for the promotion of pupils' cultural development is satisfactory. Pupils' knowledge of their own culture is good, but knowledge of the rich cultural diversity in modern Britain is weaker. Pupils are given effective opportunities in literacy, art and design and music to develop an understanding of their own heritage. In-depth studies of other countries and cultures are restricted to India, where a village study and direct learning from two pupils from this ethnic heritage support understanding well. In music and art, the work of composers and artists from western cultures are predominately studied. A good range of literature in classrooms and libraries enables pupils to know and appreciate traditional stories and modern authors.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths

- The school is a safe and very caring environment.
- Procedures for child protection and health and safety are very good.

- Pupils with special educational needs receive very good support.
- Procedures for assessing pupils' achievements are good, especially in English, mathematics and science.

Areas for improvement

- The use of the playground by Years 1 and 2 pupils at morning playtime requires review.
- Good attendance is not promoted as actively as might be expected.

51. At the time of the previous inspection, the pastoral care arrangements for pupils were reported to be good overall. Staff and governors have been successful in improving on these good standards of welfare, health and safety and they are now very good overall.
52. The school takes very good care of its pupils. Child protection procedures are very good. All staff are made aware of the importance of vigilant and careful monitoring. Links with the education welfare officer are excellent, with frequent regular visits and liaison. Health and safety procedures are good in the classrooms, and the fabric of the school is effectively monitored by the headteacher, the caretaker and members of the governors' environment committee. Very good first-aid procedures and training of staff mean that pupils are treated effectively and that their treatment is monitored. Careful records are kept and very good procedures are in place to inform parents.
53. The school offers very good standards of welfare and support to all pupils. This is reflected in the way that the hearing impaired pupils are so well integrated into the daily life of the school. The school behaviour policy is very clear about the programme the school operates and these procedures are carried out very well. Staff are very patient and listen well. As a result, pupils readily talk to them if problems or concerns arise. Moreover, a culture of telling the truth is a significant outcome of the positive school atmosphere. For example, a Year 5 pupil told an inspector, without prompting, how effective his class teacher was in emphasising the importance of always telling the truth, however minor the incident. A system of individual improvement awards operates consistently across the school, and pupils are encouraged to perform well or improve their behaviour through achievement awards, which are regularly celebrated in weekly assemblies.
54. The school site consists of several different buildings on a sloping site, with three playground areas. As a result, staff have established safe routines for the movement of pupils in and around the school. However, Years 1 and 2 pupils are encouraged to play football – albeit with a soft ball – in the confined space of the split-level playground. This is a potential hazard for those pupils who wander freely through the game and for the players themselves. The level of supervision in the playgrounds is satisfactory. The necessity to walk the majority of classes out of the same exit from the large playground used by Years 3 to 6 pupils frequently results in a late start to the following lesson for the last class.
55. Procedures for monitoring pupils' personal development are largely informal, but very effective. Teachers have a very good knowledge and understanding of the individual personal circumstances of each pupil in their class. Consequently, they are often able to give advice, support and special attention to pupils when, for example, pupils are experiencing difficult circumstances at home. Activities in lessons are regularly used to help pupils develop better social skills or help them to develop better attitudes to work and play. The headteacher is particularly aware of pupils' personal development

and gives much of his time to helping and supporting pupils with particular personal difficulties.

56. Procedures to monitor and improve attendance are satisfactory. Staff are conscientious in marking the register accurately and on time and in ensuring that late pupils report to the office. Good computerised systems allow for easy monitoring and ready access to reasons for absence. However, good attendance is not actively promoted, apart from the annual award offered by the local authority through the education welfare officer. Punctuality and good attendance are promoted in the school prospectus, and reminder letters are sent to offending pupils' parents, but these are not sufficient to foster a pro-active approach to attendance. As a result, attendance levels are similar to those reported at the time of the previous inspection and the rate of unauthorised absence is above the national average.
57. At the time of the previous inspection, procedures for assessing pupils' attainment and progress were reported to be ineffective in English, and were mainly satisfactory in other subjects. There has been a good improvement since then. Good procedures are in place in English, mathematics and science, with a wide range of tests and assessments at the end of each unit of study. Pupils in Years 3 to 5 take optional national tests and the information gained is used to assess strengths and areas for improvement in standards, as well as allowing staff to monitor pupils' progress. In other subjects, assessment procedures are not so structured as in English, mathematics and science. However, teachers test pupils' knowledge and understanding at the end of each unit of study, providing them with helpful information about those pupils who have achieved above and those who are below expected standards.
58. Reception class teachers have good systems for recording what children know, understand and can do and how they achieve. All members of staff know the children very well and strive to meet their individual needs. In this respect, what staff do exceeds what teachers write on lesson plans.
59. The school meets its statutory requirements for all pupils with statements of special educational needs. All statements, reviews, individual education plans and personal education plans are up to date. Specified provision is implemented very effectively, including access to additional staff. Procedures for assessing the attainment and progress of pupils with special educational needs are good. Information is used very effectively to draw up individual education plans, with manageable and achievable targets. These make a significant contribution to the good progress pupils make in English and mathematics.
60. All staff are involved in analysing school and national test and assessment data to see where teaching needs to be focused in order to raise standards, particularly in English and mathematics. Subject co-ordinators play an important part in this process and work each term to build up a database of standards, through sampling pupils' work, looking at teachers' evaluation of their lessons and talking with colleagues about individuals and groups of pupils. Their work often results in changes to long- and medium-term planning so that a particular aspect of learning is promoted, a recent successful example being pupils' writing skills. The use of assessment information to adjust daily lesson plans to meet the educational needs of all pupils, in subjects other than English, mathematics and science, is less effective.
61. A recent innovation is the assessment of pupils' standards against the expected levels in the National Curriculum. Assessments are recorded in pupils' personal

progress books and in other workbooks. As a result, pupils are developing a greater awareness of what they need to do to improve and teachers are able to set specific targets for pupils to meet. This procedure is of particular help to higher attaining and gifted and talented pupils because staff are beginning to plan more challenging and demanding tasks for them.

62. All staff carry out marking of work conscientiously and consistently. Marking is often supplemented with positive and supportive comments, which are helpful in developing pupils' confidence and self-esteem. However, marking is not used as well as it might be to highlight pupils' weaknesses and suggest further learning goals, particularly in Years 3 to 6.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Strengths

- Parents' views of the school are good.
- The school's good links with parents have a positive impact on pupils' personal development.
- Parents' contribution to their children's learning at home and at school is good.

Area for improvement

- Information for parents about what their children will be learning each term is limited.

63. At the time of the previous inspection, the school's links with its parents and the local community were reported to be good. These standards have been successfully maintained. An effective relationship with parents is given a high priority by the headteacher, staff and governors and the results are seen in the mainly positive response by parents to the pre-inspection questionnaire and at the parents' meeting.
64. There is a good partnership between members of staff and parents of children in the reception classes. Members of staff visit families in their homes wherever possible, before children start school. Varied and interesting homework tasks keep parents involved, and parents value the links that they have with staff.
65. Parents of pupils with statements of special educational needs are appropriately involved in annual review meetings. The school seeks the views of parents and carers for the termly reviews of individual education plans. Some parents use the opportunity to discuss their children's progress and priorities for development, others do not. The special educational needs co-ordinator is very aware of the value of working

closely with all parents and carers, and the requirement of the New Code of Practice for schools to do so. She diligently endeavours to include all families in discussions about their children.

66. The headteacher has established a tradition of being available to parents. Parents have good daily access to class teachers if they wish to talk to them. This is reflected in the questionnaire responses, in which the vast majority of parents feel they are comfortable about approaching the school with problems or concerns. At the meeting, parents were pleased that teachers contacted them if they had concerns about their children's academic or social development. However, a significant minority of parents is unhappy about how well they are kept informed about their children's progress, and whether the school works closely enough with them. A small number of parents interviewed during the inspection were concerned that information about their children's lack of progress was not conveyed to them early enough.
67. Inspectors judge the formal arrangements the school makes to let parents know about how their children are getting on are typical of most other primary schools and that parents are able to talk to the headteacher or class teachers at other times if they so wish. Pupils' annual reports are satisfactory. Although they clearly show what has been achieved, information on what children need to do to improve is brief. Parent consultation evenings are held twice a year, and a third is regularly offered after the issue of annual reports, which a significant minority of parents attends; this is good provision. These evenings are not always well attended. However, the school makes reasonable arrangements to ensure that information is relayed or subsequent meetings arranged. The school ensures that separated parents receive individual information.
68. Parents do not receive as much information as might be expected about what their children will be learning each term. For example, explanatory letters are issued only once a year, by year group, although additional information is supplied at parents' evenings. Curriculum workshops have been held but have not been well attended. The school's prospectus is informative and general newsletters are eye-catching and give good informative reports on events held. There is one parents' notice board in the main entrance, although it is not very accessible. The annual governors' report to parents offers a friendly and readable digest of the year's activities.
69. Parents' involvement in the work of the school is good. Parents are much involved in the active and well-established Parent Teacher Association, which raises large sums of money by holding many small events to support the school. The committee follows the spending priorities laid out in the school improvement plan, which is good practice and one of the ways that school priorities become shared within the community. The good community link involves grandparents, previous pupils, or friends and relations of existing pupils and members of staff. The school offers parents a good link with the school through the regular signing workshops.
70. The contribution of parents to children's learning at school and at home is good. Inspectors judge that the quality and use of homework is very good. The very good use that the school makes of homework necessarily involves valuable parent input. Parents have been invited to respond to questionnaires on the homework and the behaviour policies. The school makes certain that all pupils have equal access to school trips through financial support using the school fund. There are few regular helpers in the classroom but two parents currently run after-school activities and there are always volunteers to assist with school visits such as to the local skiing

centre. A good number of parents help on school trips. Parents regularly attend school celebrations and events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths

- The headteacher provides very good leadership and a clear educational direction to the life and work of the school.
- Teamwork amongst all staff and governors is excellent.
- The reflection of the school's aims and values in the life and work of the school is very good.
- Pupils benefit from efficient and effective use of staffing, accommodation, resources and available finances.

Area for improvement

- Procedures for monitoring and evaluating the quality of teaching and learning and teachers' planning do not have sufficient impact on standards.

71. At the time of the previous inspection, the headteacher, staff and governors were reported to be working well together in promoting school improvement. Team spirit was impressive. The impact of procedures for monitoring and evaluating the quality of teaching and learning and standards was limited because not enough support was given to staff to carry out these tasks. Since then, there have been improvements to the way staff and governors evaluate the success of the school, establish priorities to raise standards and plan the necessary action to be taken. The expertise of the headteacher and governors in carrying out their roles has been successfully developed. As a result, standards have risen steadily in several areas of the curriculum and other aspects of school life have been improved.
72. Under the headteacher's very good leadership, the school has made a good improvement since the last inspection. He has achieved this by maintaining and improving the high levels of care and support given to all pupils and, at the same time, raising expectations amongst all staff of pupils' academic achievements.
73. The headteacher places the aims and values of the school at the centre of his work. He promotes these very well through assemblies, through the personal support he gives to members of staff and the considerable amounts of time he gives to individuals and groups of pupils when they have problems or concerns. For example, during the inspection, the headteacher was observed working with an emotionally disturbed pupil, patiently and sensitively helping the pupil to settle so that he could return to his class. The results of his leadership are seen in the very good provision for pupils' moral and social development, the high standards of care for pupils and the successful inclusion of pupils of all capabilities, gender and background into school life.
74. An outcome of the headteacher's leadership is the excellent teamwork. The high standards from the previous inspection have been maintained and improved. As a result, members of staff give very good support to the headteacher in the conscientious way that they carry out their duties and responsibilities. The deputy headteacher works very well with the headteacher. She is a very good role model for staff in the quiet but effective way she works with pupils and the high quality of her teaching. Members of the senior management team liaise well with the headteacher

and deputy headteacher in discussing ways of moving the school forward and sharing these with all the teaching and non-teaching staff. Some subject co-ordinators are more experienced than others but, overall, they work well to gather information about standards in their subjects. The contribution made by non-teaching staff is highly valued by the headteacher and non-teaching staff are important members of the school team.

75. A significant feature of the management of the school is the organisation of staff teams. This initiative took place in response to the school's involvement, about 18 months ago, with the Investor In People organisation. Teaching and non-teaching staff have been designated as team leaders and they carry out performance management interviews with the members of their team, establishing personal areas for improvement and setting targets to be achieved over a period of one year. In this way, over 60 members of staff have been involved in reviews of their performance and the planning of appropriate training and support to help them improve their contribution to the life of the school.
76. The roles of subject co-ordinators have been improved since the previous inspection so that co-ordinators have a better knowledge and understanding of standards in their subjects. This has made a significant contribution to the raising of standards over time. However, the impact of co-ordinators' work on standards is not yet as effective as it might be. Although teachers' planning for the year and for each term is available to them, and there are regular formal and informal discussions amongst staff about pupils' attainments and progress, co-ordinators do not see or make a sufficiently critical analysis of teachers' weekly lesson plans before they are taught. There are very few occasions when co-ordinators are able to observe their colleagues teach. Teachers do observe each other teach as a result of the successful performance management procedures, but the focus of these lesson observations is not the same as that of a subject co-ordinator looking to see how effectively his or her colleagues are teaching their subject. As a result, inconsistencies in the quality of teaching and learning, such as insufficient challenge for higher attaining pupils, are not identified early enough to enable action to be taken to improve provision. This aspect of school management was highlighted at the time of the previous inspection and has not been addressed as well as might be expected.
77. The work in the Foundation Stage is well managed and soundly led. There are good systems in place to ensure that children have a good start to their school life. Teachers and support staff work well together to provide a secure environment where children achieve well and learn happily.
78. The management of special educational needs provision is very good. The special educational needs co-ordinator is a highly skilled teacher, well placed to lead by example. Her systems for keeping and updating paper work are highly organised, and so very readily accessible. She makes very good use of support from outside

professionals, such as the behaviour support service, to the direct benefit of pupils. Together with the headteacher, she has devised a very effective timetable of support for pupils making very good use of specialist teaching.

79. The work of the Hearing Support Centre is managed very well by the co-ordinator. She liaises well with the special educational needs co-ordinator, the headteacher and all other staff to maintain high levels of educational inclusion for hearing impaired pupils in the life of the school.
80. Governors play an important part, along with the headteacher, in shaping the future direction of the school. They are led very well by an enthusiastic, knowledgeable and hardworking chair of governors, who manages and organises an effective programme of governor involvement in the life of the school. As a result, governors have a good knowledge and understanding of the school's strengths and areas for improvement and this helps them to make well-informed decisions about priorities for development, the action to be taken and the allocation of finances. Decisions are very well documented in the school improvement plan. The plan clearly identifies responsibilities, targets, success criteria and costs and gives good guidance to governors and staff in implementing short- and long-term priorities.
81. The overall efficiency of the school is good. The governors' finance committee has established good standards of financial planning and monitoring. Monitoring by the senior management team ensures effective and efficient spending of specific grants. Financial planning supports educational priorities, established after extensive consultation between staff, governors and parents, very well. Educational targets, such as improvements in the standard of boys' writing, are carefully costed in terms of staff training and additional resources and funds allocated. Governors have analysed value for money by assessing the extent of improvement in standards such as the increased percentage of pupils attaining higher levels in the end of Key Stage 1 and Key Stage 2 national tests. Spending on resources, equipment and school building maintenance is only made after alternative provision and tendering is sought. Although governors do not compare the spending patterns of similar schools with their own, the principles of best value are well established, especially in the way governors compare standards with those of other schools.
82. Day-to-day monitoring of spending and budget management is good. The senior administrator provides an effective overview of spending, in conjunction with the headteacher, and between them they keep governors well informed.
83. Taking into account higher than average unit costs per pupil, pupils' below average levels of attainment on entry and the good progress they make, together with the overall good standards of provision, the school provides good value for money.
84. Governors give high priority to retaining the good staffing ratios of both teachers and learning support assistants since the last inspection. This has a positive impact on pupils' learning, particularly for those with special educational needs and hearing impairments, who benefit from generous staff allocations. The headteacher and governors are proud that there has been low staff turnover during the last two years but are concerned about the implications of falling roles on staff numbers.
85. The professional development of staff is linked appropriately to the needs of the school and, as a result, teachers' knowledge and understanding has improved since the last inspection. Good opportunities are provided for improving confidence and expertise in many subjects such as in the use of information and communication

technology. Staff training has had a positive impact on raising standards in this area of the curriculum. A mentor and the headteacher support new members of staff well. Most teachers have curriculum responsibilities and have worked conscientiously to promote their subjects, although as already indicated above, they have few opportunities to monitor the teaching and learning in their curriculum areas.

86. The large numbers of support staff work in effective partnership with teachers where many receive training to support pupils' learning. Most are well deployed, are highly valued and give good support, especially to pupils with special educational needs and to those in the Hearing Support Centre. The administrative staff are very efficient and give very good support to the work of the headteacher and teaching staff. They contribute well to the smooth running of the school, together with the caretaker, who undertakes numerous maintenance tasks which successfully improve the school environment.
87. The standard of accommodation is good overall and is used efficiently and effectively to support pupils' learning. Significant improvements have been made since the last inspection. An additional playground has been created and provision of computer suite rooms has been improved. Recent modifications to the administrative rooms have improved their quality and spaciousness. All classrooms are spacious and suitable for effective delivery of the curriculum. However, the old temporary classrooms, although spacious, are in need of replacement. Accommodation in the Hearing Support Centre is of a good standard. Several small rooms throughout the school are used effectively for teaching groups of pupils and storing resources. The buildings are clean and in a good state of repair. Pupils' work is displayed throughout the school. The library for Years 3 to 6 pupils is small but imaginatively designed. The library for Years 1 and 2 pupils is much larger and provides a good base for additional teaching. The outdoor swimming pool is a useful asset. An attractive outside area on the site of an old farm orchard is being carefully developed as an environmental area. Although the site of the school is varied and interesting, because of its position on the side of a hill, the necessity for steps and stairs means that it is not accessible for wheelchair users.
88. Overall, learning resources are of good quantity and quality and are used efficiently. Since the previous inspection, significant investment has been made in resources for literacy and information and communication technology. These additional resources have had a significant impact on pupils' progress and standards. Resources are very well organised in secure accessible storage facilities. The school makes good use of visits to places of interest and visitors to the school to extend pupils' learning in several areas of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

89. To further improve standards, the headteacher, staff and governors should:

- (1) Raise standards in English at Key Stage 2, and mathematics at Key Stage 1, by:
 - i) making more effective use of other subjects of the curriculum, such as science, geography, history and religious education, to promote and extend pupils' literacy and numeracy skills;
 - ii) reviewing the amount of time allocated to mathematics lessons in Year 2, and the expectations of what pupils can achieve in Years 1 and 2.
(Paragraphs: 2, 10, 24, 29, 38, 111, 116, 124, 131, 157, 162, 189)
- (2) Increase the impact that the work of co-ordinators has on standards in their subjects by establishing formal procedures for them to:
 - i) monitor and evaluate the quality of teaching and learning;
 - ii) critically analyse teachers' lesson plans on a regular basis to ensure work is consistently well matched to all pupils' needs.
(Paragraphs: 41, 76, 85, 122, 132, 140, 146, 152, 159, 165, 179, 193)
- (3) Provide more opportunities in lessons for pupils, and higher attainers in particular, to follow their own lines of enquiry, carry out independent research and devise their own investigations and experiments.
(Paragraphs: 3, 10, 28, 30, 76, 118, 126, 137, 158, 170, 191)

OTHER MATTERS FOR CONSIDERATION BY THE SCHOOL

1. Give pupils more opportunities in class lessons to make use of their well-developed information and communication technology skills learned in the computer suites.
(Paragraphs: 38, 116, 139, 145, 152, 171)
2. Review procedures for the promotion of good attendance in order to reduce the rate of unauthorised absence.
(Paragraphs: 11, 17, 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	19	39	18	4	0	0
Percentage	2	23	48	22	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	349
Number of full-time pupils known to be eligible for free school meals	85

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	106

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	59
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	4.9

Unauthorised absence

	%
School data	1.0

National comparative data	5.2
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National comparative data	0.5
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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 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	27	28	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	21	24	23
	Girls	24	25	23
	Total	45	49	46
Percentage of pupils at NC Level 2 or above	School	82 (88)	89 (90)	84 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	24	23	26
	Girls	24	23	26
	Total	48	46	52
Percentage of pupils at NC Level 2 or above	School	87 (86)	84 (95)	95 (95)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	36	24	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	26	32
	Girls	22	20	22
	Total	42	46	54
Percentage of pupils at NC Level 4 or above	School	70 (78)	77 (67)	90 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	22	26	31
	Girls	23	21	24
	Total	45	47	55
Percentage of pupils at NC Level 4 or above	School	75 (84)	78 (80)	92 (92)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
336	18	10
0	0	0
1	0	0
0	0	0
0	0	0
1	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
9	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	17.2
Number of pupils per qualified teacher	20.3
Average class size	24.9

Education support staff: YR – Y6

Total number of education support staff	23
Total aggregate hours worked per week	415

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	942,596
Total expenditure	954,314
Expenditure per pupil	2,447
Balance brought forward from previous year	51,381
Balance carried forward to next year	39,663

Recruitment of teachers

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	0.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	374
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	54	45	2	0	0
Behaviour in the school is good.	31	63	5	0	2
My child gets the right amount of work to do at home.	38	46	9	5	2
The teaching is good.	57	42	0	2	0
I am kept well informed about how my child is getting on.	36	39	19	3	3
I would feel comfortable about approaching the school with questions or a problem.	58	38	3	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	46	45	6	3	0
The school is well led and managed.	64	33	0	3	0
The school is helping my child become mature and responsible.	57	42	0	2	0
The school provides an interesting range of activities outside lessons.	64	30	2	3	2

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

Strengths

- Provision for children's personal, social and emotional development is very good.
- The quality of teaching and learning is good overall.
- Provision for pupils with special educational needs is good.
- Procedures for assessing achievements are used well to plan activities that meet children's needs well.

Areas for improvement

- Children do not have enough opportunities to use the outdoor facilities.
- The purpose of activities that children choose themselves is not always clear.

90. Members of staff in the two reception classes give children a good start to their school lives. For most children, attainment when they start school is below expected levels but, because of good teaching, they make good progress and most will reach the expected standards, called early learning goals, by the time they enter Year 1. At the time of the inspection, just over half of the children were in their second week of full-time schooling. Children's personal, social and emotional development is promoted very well and, as a result, children settle and make enormous strides in their independence very quickly. Provision for children with special educational needs is good and they make good progress. Strengths identified in teaching and learning at the time of the last inspection have been successfully maintained.
91. Teachers very sensibly do not rush into making judgements about what children can or cannot do when they start in reception. They observe children carefully and check what children appear to understand in a variety of situations before planning programmes of work for them. Teachers then regularly modify planned activities to meet the needs of different groups of children. This approach works well for all children, including those with special educational needs, and they are well supported by support staff and teachers throughout the day and by the range of well-planned experiences.

Personal, social and emotional development

92. Children make good progress in their personal, social and emotional development and, by the time they enter Year 1, are likely to achieve, or even exceed, the expected standard. The quality of teaching in this area of learning is consistently very good. Staff are very skilled at promoting girls' and boys' personal, social and emotional development. They are warm, friendly and reassuring while, at the same time, making their expectations clear. They consistently emphasise the positive by praising children for their successes, for example in arriving in the classroom smiling in their second week of school. Frequently, teachers make comments that are asides, such as 'since you're a very good artist ...', which successfully promote children's self-esteem. Staff set very good examples of courtesy and consideration.

Consequently, children soon feel secure and trust their teachers. This was evident, for example, when they appealed to their teacher for justice such as when a peer had said 'stupid'.

93. Children behave very well. They soon learn to listen very well because they are interested in their activities. In a very good lesson about which toys are suitable for babies to play with, the children were fascinated, handled the teacher's photographs extremely carefully and demonstrated an impressive level of maturity as they took turns to speak. Teachers take care to reinforce the distinction between right and wrong behaviour as the opportunity arises. The positive impact of this on children is apparent in their acceptance of the classroom rules and their emerging initiative in tidying up at the end of an activity. Consistently high expectations tempered with emotional support mean that children quickly gain in independence in changing for physical education and in taking responsibilities as 'helpers for the day'.

Communication, language and literacy

94. Children make good progress and, by the time they enter Year 1, most are likely to achieve the expected standards. The quality of teaching and learning is good. Staff teach the basic skills of reading, spelling and writing well. They have a good knowledge and understanding of how children at this age learn best. This is apparent because they plan very sensibly for a variety of practical and stimulating activities that keep children interested and learning well. Examples of such activities include using finger puppets to retell a story that has just been shared in class or making play-dough models of things that begin with 't' such as 'trees' and 'tents'. Additionally, staff have recently introduced well chosen new materials that help children learn letter sounds by associating them with actions. This system is enjoyed enormously by children and helps them to recognise sounds when they share a book with an adult. These effective strategies mean that children are well motivated and eager to learn.
95. The success of these activities and materials means that a number of higher attaining children are recognising more words and reading more confidently and fluently than is expected for their age. Children read with the level of confidence and skill expected for their age. While there are opportunities for children to write in a variety of situations, for instance in the role-play area designated as a school, as well as copying an adult's sentences, opportunities for children to write independently are sometimes missed. For example, while there is plenty of time for them to do so, children are not encouraged to label their play-dough models, and teachers' plans do not include reminders for an adult to gently encourage 'play writing' in the role-play area. However, their interest in letter sounds extends to writing and most make reasonable attempts to write their own name. Lessons that extend children's knowledge and understanding of the world often provide children with very good opportunities to express themselves verbally.

Mathematical development

96. Children make good progress and, by the time they enter Year 1, most are likely to achieve the expected standard. The quality of teaching and learning is good overall. It is good because, when teachers are teaching the whole class, they do so well. They recognise the value of practical activities and number songs and have high expectations of children. This means that teachers successfully promote a good level of progress and interest in numbers and counting. This is evident when most children willingly count the number of letters in their name. Higher attaining children spontaneously volunteer that $4 + 4$ makes 8 and lower attaining children sequence

numbers willingly, although attributing the numbers to items loses accuracy as they proceed.

97. When teaching is less effective, but is nevertheless satisfactory, planning does not give enough attention to the purpose and resourcing of group work. Consequently, the rate of learning slows because resources needed to be more interesting and the learning intention more precisely identified for children to achieve more. Members of staff make good use of mathematical language in various activities, and so, for example, children respond to the vocabulary of size and position when they curl up 'small' and stretch 'tall' in dance. Computer software is also chosen well to support children's use and understanding of mathematical language.

Knowledge and understanding of the world

98. Children make good progress and, by the time they enter Year 1, most are likely to achieve the expected standard. The quality of teaching and learning is good, with a wide range of motivating activities that develop enquiring and interested children.
99. This area of learning is supported especially well by teachers' planning, for work within relevant themes, because of their good understanding of children's needs. During the inspection, the theme was 'Toys' which provided good opportunities for children to talk about their families and increase their understanding of the past. Similarly, in a good lesson introducing religious education to a new group of children, they discussed what made their families special. Additionally, the theme provides good opportunities for early scientific discovery when children determine how different toys move and work. They develop observation skills in order to paint their favourite toys and record observations after activities such as fruit tasting. Children add to their early scientific understanding effectively when they experience materials changing, for instance as they are combined and heated to make chocolate crispies. In good weather, children visit local shops and explore the environment around and close to the school. Teachers provide regular and planned access to computers and teach specific technology skills well. For example, they carefully break down into manageable steps the method for using a particular computer program.

Physical development

100. Children make good progress and, by the time they enter Year 1, most are likely to achieve the expected standard. The quality of teaching and learning is good. Members of staff successfully help children to develop their control of small, manipulative skills. When children join the reception classes, many hold a pencil in their fist and make stabbing movements in order to make marks on paper. As a result of clear and consistent teaching, most children soon learn to control a pencil or paintbrush with a more mature grip. Staff have high expectations of children's independence, so children use precise movements to the extent expected for their age to undo buttons when they are changing for physical education sessions in the hall. Once in the hall, they begin to develop an awareness of where they are in relation to other people. In dance lessons, most stretch, curl and walk on tiptoes well. This is because good teaching makes use of suitable resources and challenges children well while maintaining a good pace to the lesson.

Creative development

101. Children make good progress and, by the time they enter Year 1, are likely to achieve, and almost all exceed, the expected standard. The quality of teaching and learning is good. Teachers have a good understanding of the value of children learning through

exploring materials and using their imaginations. As a result of this, children have regular independent access to paint, to musical instruments and to role-play areas, where they begin to develop their ideas alone and with friends. Teachers provide well-structured opportunities for children to use creative skills which are sometimes used to inspire future independent work. This was apparent in a very stimulating display that encouraged children to recall previous work and use musical instruments to tell a 'musical story' about a 'dark, dark house'. During the inspection, children concentrated intensely on working with clay while the teacher introduced new children to the computer. In valuable situations such as these, children behave impressively while working without direct adult involvement. However, learning intentions for different groups of children are not always clear in these situations, but children gain significantly from this independent work.

LEARNING FOR PUPILS IN THE HEARING SUPPORT CENTRE

Strengths

- Provision for pupils with hearing impairment is very good.
- Staff are successful at developing pupils' self-confidence and willingness to communicate.
- Pupils make good academic progress.
- Teachers and learning support assistants work very well to help pupils learn alongside their hearing peers.
- There are good opportunities for hearing pupils and parents to learn to sign.

Area for improvement

- Speech and learning programmes are not always implemented consistently by all staff.

102. The Hearing Support Centre is staffed by a dedicated and experienced team who are developing a very good understanding of the shared difficulties of the hearing impaired while not losing sight of individual needs. They provide very good opportunities for pupils to overcome their communication difficulties and make a significant and positive contribution to the whole school, sustaining a strong commitment to hearing impaired pupils.
103. The school makes specialist provision for up to ten pupils for whom hearing loss is a primary, but not necessarily the only, disability. During the inspection, there were three pupils with varying degrees of significant and profound hearing loss attending the school full time. The school has responded well to its small hearing impaired population by developing an increasingly flexible and effective approach to meeting pupils' needs. Consequently, during the inspection, one child was supported in her nursery prior to joining the school by a learning support assistant. Another child was in school part time because of a programme of integration in conjunction with a special school.
104. The specialist team comprises a teacher of the hearing impaired, who is in charge of the centre, and five support assistants, two of whom work part time. It is a considerable strength of the provision that one of the team is hearing impaired herself and so provides a particularly inspiring example for the pupils. The team makes very good use of its developing experience and expertise to work with hearing and hearing impaired pupils, staff throughout the school and parents. They work closely with relevant professionals outside the school in order to keep up to date with the

technology associated with hearing impairment. Consequently, they are well placed, for example, to discuss the best support aids for any child with their family. The provision benefits from weekly support from a speech and language therapist, although the organisation of school staff does not ensure that each pupil's speech and language programme is consistently practised.

105. At the time of the last inspection, any existing members of staff were very new to the team and the teacher of the hearing impaired was not fully qualified. The numbers of pupils supported by the centre have fallen since the last inspection. Consequently, a full comparison of provision then and now is not possible. Nevertheless, the previous considerable strengths in supporting individual needs and providing full access to the curriculum have been successfully maintained. Furthermore, as the team members' experience and expertise have developed, so have their flexible ways of working. For example, the contact with hearing impaired children before they join the school provides a clearly beneficial gradual introduction to the school and to key members of staff.
106. The quality of teaching and learning is consistently good. This is because lessons are conducted at a brisk pace and tasks are well pitched to provide achievable challenge for pupils. Good relationships between staff and pupils successfully build pupils' self-esteem in spite of their difficulties. Pupils are motivated successfully by a feeling of partnership when teachers provide sensitive and gentle help. For example, while developing an awareness of punctuation the teacher says, 'I was thinking of an exclamation mark' and is met with acceptance and enthusiasm as a result. Groups taught in the centre consist of hearing impaired and hearing pupils who are working at similar levels of knowledge and understanding. In these groups, the strengths in teaching mean that pupils learn and behave well. For example, in a well-organised literacy lesson, pupils made good gains in their use and understanding of vocabulary to develop more interesting sentences. In a similarly challenging mathematics lesson, pupils increased their understanding of place value and contributed enthusiastically: 'You could make hundreds of different combinations!'
107. Individual sessions observed during the inspection were very good because communication was enhanced by the very good relationship between pupil and teacher. The uninhibited use of facial expression with signing was a significant feature of the lessons, as well as the additional use of visual aids. In one lesson observed, the teacher showed high expectations of communication as she helped a pupil distinguish between 'smaller' and 'smallest'. Very good use is made of the most advanced signing support assistant to further develop pupils' use of language, for example when designing a persuasive advertising slogan. When support for pupils in class lessons is at its best, it is because of the strengths in a wide range of communication techniques. When support is less effective, but nevertheless good, there are considerable strengths in the assistants' patient use of various means of communication, but there is a need for more visual aids to help pupils understand as much as possible.

ENGLISH

Strengths

- Standards of writing are above average by the end of Year 2.
- Pupils' writing standards are improving well throughout the school as a result of effective use of the National Literacy Strategy guidelines.
- The quality of teaching and learning is good.

- Pupils with special educational needs make good progress.
- Pupils benefit from teachers' good subject knowledge and expertise.

Areas for improvement

- Opportunities are missed for pupils to extend their literacy skills in work in other subjects.
- Procedures for monitoring and evaluating the quality of teaching and learning and teachers' planning are not sufficiently rigorous.

108. In the 2002 National Curriculum assessment tests at the end of Year 2, results were close to the national average for reading and above average for writing. Compared to similar schools, results were above average in reading and well above average in writing. Average standards in reading have been maintained since the previous inspection. Standards in writing have risen significantly as a result of consistently good teaching and a sustained focus on developing writing skills as an area for improvement. Pupils enter the school with below average attainment and so standards represent good progress and achievement by pupils of all capabilities. Inspection evidence indicates that standards of the present Year 2 pupils are broadly average in reading and above average in writing.
109. Standards in English for pupils at the end of Year 6 were below the national average in the 2002 National Curriculum assessment tests. They were average when compared with similar schools, although very few pupils attained the higher Level 5. Standards are similar to those reported at the time of the previous inspection. However, they are improving in line with the national trend over time. There is a high incidence of pupil mobility each year which has a negative impact on standards by the end of Year 6. Pupils' standards in the current Year 6 classes are below average. There are no significant differences in the performance of boys and girls, but girls slightly outperform boys in most aspects of the subject. Overall, pupils, including those with special educational needs, make good progress. Pupils are likely to achieve targets set by the school for the 2003 national tests.
110. By the end of Year 2, pupils' attainment in speaking is average and is above average in listening. Pupils are given good opportunities for discussion in lessons and this helps them to achieve well. For example, when discussing the story of the 'Pied Piper' in Year 2, pupils were asked to predict the story line, and this successfully encouraged them to use their imagination and express themselves clearly. The teacher's use of different character voices captured pupils' interest and they became very attentive listeners.
111. Standards in listening for pupils in Year 6 are average. Speaking standards are below average and, although some pupils are keen to answer questions and contribute to whole-class discussions, generally pupils do not readily give extended answers to questions. Teachers work hard in lessons to extend speaking. For example, in a poetry lesson, pupils were asked to give different words for 'jolly' in the context of a poem but found it hard to explain the reasons for their alternatives. In smaller groups, pupils are more confident in expressing their views and opinions. However, there are not enough opportunities in English and other subjects for pupils to extend their speaking skills in co-operative group work.
112. By the end of Year 2, standards in reading are average. Pupils' progress and achievements are good because teachers are effective in promoting and monitoring reading in lessons and through well-supported home reading diaries. Basic literacy

skills, such as the sounds made by letters, called phonics, are effectively taught and promoted in literacy lessons. For instance, in a Year 1 lesson based on a book about eggs, the teacher constantly stressed letter sounds and blends, challenging the pupils well to find new words. Year 2 pupils found and examined new words from a story and included these successfully in new sentences. Pupils are encouraged to read regularly at home and at school and they enjoy reading from the good range available to them in classrooms and libraries.

113. By the end of Year 6, standards in reading are below average. Pupils make satisfactory progress. Many are enthusiastic readers and express opinions on favourite authors such as Roald Dahl and J K Rowling. They choose from a good selection of books and say why they like a particular type and style of book. Many pupils belong to the local library and quickly find books in the school library using the classification index system. They have a variety of strategies to identify new words, but understanding of what they read and the ability to infer and deduce what might happen in a story is not well developed.
114. By the end of Year 2, standards in writing are above average and pupils make good progress. By the end of Year 6, standards are below average and progress is satisfactory. The school appropriately identified attainment in writing as a weakness some time ago and all teachers have worked hard to achieve better standards. Pupils' past work shows that standards are steadily improving throughout the school as a result. Improvement is evident in Years 2, 3 and 4 as a result of the impact of consistently very good teaching in Key Stage 1 and successful implementation of the National Literacy Strategy. Handwriting standards are now better than at the time of the previous inspection as the school policy is consistently applied across the school.
115. Year 2 pupils have the opportunity to write in a variety of styles and for different purposes. For example, they accurately write about the process for making a banana and peanut sandwich, write interesting holiday diaries and use their imagination well to write stories about being in trouble. Spellings are generally accurate. Many pupils use appropriate punctuation, including capital letters, full stops, speech marks and exclamation marks. Spellings are regularly given out and tested, and good use is made of dictionaries and a thesaurus in lessons, procedures which impact positively on standards attained.
116. Year 6 pupils write in a good variety of styles, including biographies, plays, poems and instructional writing. Spellings are generally accurate. Higher attaining pupils create good levels of interest for the reader when expressing opinions on the story of 'Macbeth'. They retell the story and life of Pinocchio well. Pupils cover the main points of the careers of their favourite professional footballers when writing biographies. However, pupils' writing is characterised by simple language with long sentences and basic punctuation. Opportunities are missed in teachers' planning to develop and extend pupils' literacy skills by using subjects, such as science, geography, history and religious education, to give pupils additional writing experiences. The use of computers to create, write and edit pupils' work in literacy is promoted well in the computer suites but is underdeveloped in classrooms.
117. Pupils with special educational needs make good progress in lessons because of effective levels of guidance and support from learning support assistants. Pupils are often withdrawn in small groups to separate teaching rooms. This helps these pupils, and their remaining classmates, to make good progress because teaching staff focus on smaller numbers of pupils. Resources are used well. Pupils benefit from a good range of phonic cards, word banks and dictionaries. These are made available to

pupils of all capabilities to support their learning, particularly during guided group work. Hearing impaired pupils achieve well because of the effective support they receive which enables them to take a full part in lessons.

118. The quality of teaching and learning is good overall. It has made a significant improvement in Years 3 to 6 since the previous inspection when it was reported to be unsatisfactory. Teaching has improved as a result of effective staff training, a greater awareness of the purpose of individual lessons and improved assessments of pupils' progress and needs. Planning is based firmly on the National Literacy Strategy guidelines. Teachers are well practised in balancing the need for whole-class teaching with individual and group activities. Although tasks are generally well matched to pupils' capabilities, opportunities are missed for higher attaining pupils to work and research independently and to follow their own lines of enquiry in order to further their literacy skills.
119. Teachers' subject knowledge is good. As a result, good features of lessons include open-ended questions which challenge pupils to think and express opinions about texts and stories. Pupils benefit from well-prepared resources. Lesson purposes are shared with pupils at the start and then reinforced well during whole-class sessions at the end of lessons. Learning is based on a good understanding of pupils' previous knowledge and understanding. All teachers have high expectations of behaviour and relationships with pupils are very good. This has a positive impact on pupils' work rate and progress as they try hard to meet their teachers' expectations. Also, pupils throughout the school have positive attitudes to their work in literacy and their behaviour is very good.
120. Humour is used well in many classes to motivate and interest pupils. For example, in a Year 6 lesson, the teacher used his good poetic knowledge, engaging style and good knowledge of pupils to successfully address issues related to swearing and hunting. In a Year 4 class, the teacher encouraged good interest in the use of descriptive writing by challenging pupils to develop their writing by placing characters in different settings to alter outcomes.
121. Teachers assess pupils' work conscientiously during and after lessons, using a range of formal and informal assessment procedures. They use the information well to alter planning from day to day. Progress books provide very good information on pupils' achievements for current and future teachers. Learning support assistants make a valuable contribution to lessons, by recording the progress of some pupils, for instance those with special educational needs. Homework is used very well in

Years 1 to 6 to improve pupils' reading, writing and spelling skills. Some good examples of marking were seen in all classes, clearly indicating to pupils how they can improve their work in the future.

122. The three subject co-ordinators provide good leadership. They have worked very hard to support colleagues. They identify appropriate areas for whole-school development by careful analysis of assessment tests and regular scrutiny of pupils' work. They have, however, had no recent opportunities to see how other teachers work in their classrooms to help staff develop further their teaching techniques. Whilst lesson planning is available to the co-ordinators, there is no formal procedure for them to analyse plans on a regular basis.

MATHEMATICS

Strengths

- Good improvement in standards have been made by the end of Year 6 since the last inspection.
- Effective use is made of specialist teachers and learning support assistants to give additional support to lower attainers and pupils with special educational needs.
- Pupils have very good attitudes to their work and behave well in lessons.
- The quality of teaching and learning is good in Years 3 to 6.

Areas for improvement

- Not enough is demanded of pupils in Year 2, partly because there is insufficient time allocated to lessons.
- Teachers do not plan enough problem-solving activities for pupils, especially higher attainers, in all year groups.
- The co-ordinator does not have enough opportunities to monitor and evaluate the quality of teaching and learning and teachers' planning.
- Pupils' numeracy skills are not promoted as well as they might be in other subjects.

123. Standards by the end of Year 6 are in line with the national average, but below the national average by the end of Year 2. Since the last inspection, there has been a good improvement by the end of Year 6, where standards were previously reported to be below average. The results of national tests for Year 6 pupils over time show that the percentage of pupils attaining the higher Level 5 has improved and, in the 2002 tests, the percentage was in line with the national average. When the 2002 results for all Year 6 pupils are compared with those of similar schools, standards are well above average.
124. Inspection evidence shows that the standards of the current Year 2 are lower than at the time of the previous inspection, when they were similar to the national average. In Year 6, the standards are average. Pupils, including those with special educational needs, make satisfactory progress in Years 1 and 2, and good progress in Years 3 to 6. Expectations of what pupils can achieve are generally higher for pupils in Years 3 to 6. Pupils benefit from smaller class sizes for numeracy lessons and more teaching time than in Year 2. This has a positive impact on standards achieved.

125. Staff have worked hard to improve standards in mathematics. The school has a large proportion of pupils with special educational needs, including some with hearing difficulties, and a higher than average percentage of pupils moving from other schools. Staff have made good use of the National Numeracy Strategy to improve provision. Good emphasis has been placed on improving mental computation and fact retention as part of numeracy, which is effectively reinforced by regular homework and has a positive effect on raising pupils' basic number skills. In Years 3 to 6, pupils with special educational needs are withdrawn for smaller group support, where work is well matched to their needs and has a major impact on their progress.
126. Additional small group support, in the form of booster and springboard classes, gives pupils in Years 4 to 6 the opportunity to work in smaller groups to help improve their confidence and raise standards in mathematics. The school recognises that there are limited opportunities for pupils to use and apply their skills and knowledge to problem-solving activities in mathematics lessons and other subject areas. This has a negative impact on standards achieved, particularly for the higher attainers.
127. By the end of Year 2, standards are below average overall. Inspection findings indicate that, although pupils are set into ability groups for mathematics in Year 2, some underachievement occurs through lack of challenge. Most pupils add and subtract correctly to 20. Higher attaining pupils competently order numbers to 100 and solve word and money problems, while lower attaining pupils have difficulty counting and understanding numbers to 20. Pupils learn to measure using uniform non-standard units such as hand spans and cubes. They begin to weigh objects using grams to order heaviest and lightest. However, the majority of pupils find difficulty in estimating length or weight accurately. Pupils begin to understand the concept of time and many recognise the hours on a clock face. They identify correctly many two-dimensional shapes. Many pupils, though, have limited mathematical vocabulary and find difficulty expressing and explaining their findings in mathematics.
128. By the end of Year 6, pupils successfully extend their knowledge of numbers and measurements and develop a satisfactory understanding of data handling skills. Many pupils competently use a range of methods to add, subtract, multiply and divide accurately. They have a good understanding of the relationships between these operations and confidently use a calculator to check their answers. They have a good knowledge of the equivalent of fractions and decimals, which they reduce to two decimal places. Higher attaining pupils convert fractions and decimals into percentages and use correct mathematical vocabulary when describing their work. Many pupils draw triangles accurately and calculate missing angles. They learn to give directions using right angles and forward movements. By Year 6, most use two-figure co-ordinates competently to draw and tessellate shapes on squared paper. Most pupils, including lower attainers, calculate the area of shapes by counting squares. Many draw a line graph to show how raw weight affects an autogyro, and higher attainers pupils predict the effect of increasing the weight on the autogyro.
129. The quality of teaching is satisfactory in Years 1 and 2, and is good in Years 3 to 6, an improvement since the last inspection. During this inspection, standards in teaching varied from excellent to less than satisfactory. Of the 13 lessons seen, eight were good or better, including one very good and one excellent lesson. Four lessons

were satisfactory and one was less than satisfactory. Exceptional teaching was observed for a group of Years 5 and 6 pupils withdrawn from their classes, where very good progress was made.

130. In the best lessons, usually in Years 3 to 6, learning is very effective because pupils of all capabilities are well motivated and challenged by high expectations of work. Very good attitudes and behaviour are evident in these lessons when teachers set a brisk pace to learning. When pupils are encouraged to work individually or in groups, they are respectful and often show excellent relationships with their teachers and others.
131. In lessons in which teaching and learning are satisfactory, or less than satisfactory, expectations are too low, time is not used effectively and the pace of lessons is too slow. This sometimes results in pupils losing concentration and this slows the pace of learning. Planning does not clearly identify how different ability groups will be supported or challenged. Homework is set regularly and is having a positive effect on pupils' learning. Information and communication technology is not used as well as might be expected to support pupils' learning when presenting their findings in mathematics.
132. The co-ordinator provides good leadership and has worked hard to develop effective assessment procedures, including progress books to support pupils' learning. Assessment procedures are now very good and information is used well, particularly in Years 5 and 6, to make adjustments to teachers' lesson plans. Staff successfully analyse school and national test and assessment data to set individual pupil targets, and this is helping pupils to have a helpful understanding of what they need to do to improve. However, the co-ordinator has limited opportunities to observe and support colleagues in other classrooms in order to further raise standards.

SCIENCE

Strengths

- The quality of teaching and learning is good overall and pupils make good progress and achieve well as a result.
- Pupils are developing a good knowledge and understanding of fair testing in Years 1 to 6.
- Pupils record results neatly and carefully.

Areas for improvement

- Pupils' ability to draw conclusions from their results is not well developed.
- Higher attaining pupils do not have enough opportunities to make decisions for themselves about investigations and ways to record results.
- The co-ordinator does not have enough opportunities to see her colleagues teach or analyse their daily lesson plans.

133. At the time of the previous inspection, standards were reported to be average by the end of Year 2 and Year 6. There was insufficient challenge for higher attaining pupils and not enough time was given to pupils to reflect and think about their activities. There has been a satisfactory improvement since then. Although standards are similar to those reported in 1998, standards have risen in line with the national trend, with a higher proportion of pupils attaining the expected levels in national tests at the end of Year 6. In the 2002 national tests for Year 6, standards were average when compared with similar schools. However, when pupils' national test results are

compared with their levels of attainment on entry into school, they show that pupils, including those with special educational needs, make good progress. There are no significant differences in the performance of boys and girls or pupils from minority ethnic backgrounds.

134. Pupils in Years 1 and 2 make good progress in their knowledge and understanding about life and living processes, materials and their properties and physical processes. Teachers achieve this by planning interesting and motivating activities which maintain pupils' interest and motivation. For example, during the inspection, teachers were focusing on materials and their properties in both year groups as an area for learning. Effective use was made of art and design to create a good range of practical activities that gave pupils opportunities to study man-made and natural objects. For instance, in a Year 2 lesson, pupils were busily engaged in making observational drawings of natural objects such as coral, sponge and shells, and man-made objects such as toys and kitchen implements. One group of pupils used interesting shapes, such as the end of a potato masher, to print patterns. Pupils chatted enthusiastically about their work and their concentration and effort were very good. The lesson was successfully concluded with a whole-class session, in which the teacher encouraged pupils to evaluate each other's work and suggest ways that it might be improved.
135. The good progress established in Years 1 and 2 is successfully maintained in Years 3 to 6. Teachers plan a good number of investigations and experiments, and this emphasis on learning by doing makes a significant contribution to pupils' achievements. For example, Year 3 pupils concentrated hard as they carried out an investigation to see which of two magnets was the stronger. Despite the excitement and obvious enjoyment that this generated amongst pupils, they worked methodically and recorded results carefully. Year 4 pupils discussed with their teacher different ways of separating a mixture of sand and paperclips, and many pupils used their previous knowledge and understanding well to suggest practical and manageable ways of achieving this. Year 5 pupils in both classes benefited from their teachers' good subject knowledge as they carried out an investigation into the air content of solids. The lessons were marked by the very good attitudes of pupils who worked quietly and conscientiously at writing about the experiment whilst other pupils carried out the experiment with their teacher. Year 6 pupils showed good levels of knowledge and understanding about food chains as they talked and wrote about food chains they might discover in the school environmental area.
136. The quality of teaching and learning is good overall. Teachers' subject knowledge is good and this enables them to teach confidently, answer pupils' questions well and have high expectations of what pupils can achieve. Teachers are enthusiastic about the subject and this is conveyed to pupils, who are motivated and keen to learn. Lessons move at a good pace. The management and organisation of lessons are generally good and are of particular benefit for those pupils with special educational needs. Teachers make effective use of their own time, and that of learning support assistants, to work with small groups of pupils, helping special needs pupils to make good progress in their knowledge and understanding.
137. Teachers plan lessons very carefully to provide different levels of challenge to meet the varying needs of pupils, but a study of pupils' past work and lesson observations show that opportunities are missed over time to fully extend higher attaining pupils. These pupils do not have enough opportunities to work independently, for instance carrying out their own investigations and experiments or choosing their own ways of recording results. This is one of the main reasons why there are not as many pupils attaining the higher levels at the end of Year 2 and Year 6 as might be expected.

138. Teachers in all classes are successful in discussing with pupils how to make tests fair. As a result, pupils quickly develop a good awareness of how to set up experiments so that results are valid. Pupils are not so successful at drawing conclusions from their results. Despite observing and measuring carefully and recording results neatly, most pupils find it hard to interpret these. This partly reflects a general weakness in many pupils' thinking and logical skills, evident in other subjects such as mathematics and geography, but partly reflects some over-direction by teachers of pupils' learning, with not enough time given to whole-class discussions at the end of lessons.
139. Satisfactory use is made of other subjects of the curriculum to extend pupils' learning, particularly the use of arithmetic and measure. Pupils are usually encouraged to write about their work, rather than complete worksheets, and this helps to promote literacy skills. Good cross-curricular links were seen between art and design and science in Years 1 and 2. Information and communication technology is used satisfactorily to produce results in graph form, but there are very few examples of pupils using wordprocessing skills to record their experiments or using the Internet to look for further information.
140. The co-ordinator provides very good leadership. She has been influential in promoting the steady rise in pupils' standards since the previous inspection. She has achieved this through the good support she gives to her colleagues and by leading them in making adjustments to the scheme of work used to plan lessons. Assessment procedures are good and the co-ordinator uses school and national data well to identify pupils' strengths and areas for improvement. The impact of her work is limited, however, because she does not have opportunities to see her colleagues teach, nor does she have the chance to critically analyse lesson plans before they are taught. Scientific activities reflect the school's aims and values well in that they create positive attitudes and a desire to learn amongst pupils. The subject is well resourced and materials and equipment are well labelled and stored, making them easily accessible to staff.

ART AND DESIGN

Strengths

- Standards have improved well since the previous inspection.
- Pupils' standards are above those expected by the end of Year 2.
- Pupils with special educational needs gain particular benefit from art and design activities and achieve well.
- Teachers have high expectations of pupils' behaviour and attitudes in lessons.

Areas for improvement

- The development of pupils' skills, such as the use of sketchbooks, is inconsistent between year groups.
- Opportunities are missed to use information and communication technology to support pupils' learning.
- The co-ordinator does not have enough opportunities to monitor and evaluate the quality of teaching and learning.

141. Standards in art and design are in line with those expected by the end of Year 6, a good improvement since the last inspection. The subject has maintained standards above expectations by the end of Year 2, and made good improvement in areas that were weak. Girls and boys of all capabilities now have satisfactory opportunities to produce three-dimensional work and some good opportunities to work with artists in residence. The school uses national planning guidance for the subject well, leading to good improvement in pupils' knowledge and understanding of famous artists. Pupils identified as having special educational needs make satisfactory progress because of teachers' effective involvement of them in activities. Teachers understand that, when pupils have difficulties with literacy, numeracy or behaviour, art and design is a subject where they may achieve well.
142. The quality of teaching and learning in Years 1 and 2 is good overall and, as a result, pupils make good progress. Very good teaching was seen in Year 1 when expectations of pupils' behaviour and effort were high. Consequently, pupils experimented with a mature sense of purpose, for example as they pleated, twisted and dyed a range of materials. By the end of Year 2, pupils have a good understanding of how to mix paint to produce shades of colour. Most use a wide range of techniques to produce different marks with a pencil. They use these with a good level of awareness in their self-portraits. Their appraisal of their own and others' work demonstrates a good level of understanding of the subject. This is evident when they commend the level of detail in pastel work, or the use of a pencil to depict the difference between long hair and a fringe. They enjoy the variety of artwork provided, which includes, for example, younger pupils sculpting with natural materials.
143. The quality of teaching and learning is satisfactory overall in Years 3 to 6. While there are examples of good teaching, it is not consistent because teacher confidence, expectations of pupils and clear learning intentions vary. Nevertheless, because teachers follow nationally recommended plans for the subject, pupils make satisfactory progress overall. In Years 3 and 4, they extend their experience and skills well when they produce collages inspired by the work of Van Gogh, and Egyptian jewellery to coincide with work in history. Older pupils develop their understanding of complementing aesthetics and function in a project to design chairs. This incorporates developing complex techniques such as using life-size collage in the design process. Similarly, they enhance their skills with a steadily increasing use of tools when they design and make clay plaques.
144. In Years 5 and 6, pupils progress from producing satisfactory standards of still-life work to experimenting with projects on movement. Pupils in Year 6 have strong opinions about the work of artists, such as Lowry, Picasso and Van Gogh, informed by a sound level of knowledge. They make perceptive evaluations about their own

work and that of their peers. When they do this, they identify strengths and areas for development very diplomatically. By the end of Year 6, their knowledge, skills and understanding of the subject are at expected levels.

145. Teachers plan helpful links with other subjects. This is apparent when pupils in Year 2 talk about artwork that relates to drama. Their literacy skills are supported effectively when they retell and sequence a play about a robbery or a falling tree through a series of illustrations. Year 6 pupils use their mathematical understanding of symmetry to complete a self-portrait. These pupils sketch costumes focusing on texture and shape, and this makes a satisfactory contribution to their awareness of cultures beyond their immediate experience. However, the use of sketchbooks by pupils to make initial designs, notes and evaluations of their work is inconsistent between classes. Pupils make some use of a computer art program at appropriate levels throughout the school, and occasionally use digital cameras but, overall, the use of information and communication technology is underdeveloped in the subject.
146. The co-ordinator is enthusiastic and provides good leadership. She has a good understanding of the strengths and areas for development in the subject. Consequently, she has appropriately identified the need to improve existing plans to give older pupils more opportunities to study the work of selected artists in greater depth. The co-ordinator does not have the opportunity to see colleagues teach or to monitor teachers' weekly lessons plans, and this means that inconsistencies in the development of pupils' skills between classes and year groups persist.

DESIGN AND TECHNOLOGY

Strengths

- Standards have improved well by the end of Year 6 since the previous inspection.
- Pupils have positive attitudes to their work and this helps them to achieve well.

Areas for improvement

- Procedures for monitoring and evaluating pupils' achievements and the quality of teaching and learning are not sufficiently systematic.
- Information and communication technology is not used as well as it might be to support pupils' learning.

147. By the end of Year 2 and Year 6, pupils are achieving standards that are broadly in line with those expected nationally. Pupils, including those with special educational needs, make satisfactory progress. This represents good improvement since the last inspection, when standards by the end of Year 6 were reported to be below national expectations. Since then, staff have developed a good quality scheme of work, offering pupils a broad range of tasks, and providing them with satisfactory coverage of the required curriculum.
148. Only two lessons were seen during inspection week. However, additional evidence from a scrutiny of pupils' work, a study of photographs of recently completed work, discussions with pupils and a study of teachers' plans is sufficient to judge that the quality of teaching and learning is satisfactory overall. Some challenging learning activities are being provided for pupils in Years 5 and 6.
149. In the two lessons seen, in Year 2 and Year 6 classes, the emphasis was on designing, planning and communicating ideas. These aspects of the subject were

promoted well and pupils benefited from the teachers' good subject knowledge as well as from their own enthusiasm for the activities. Although no model making was seen during these lessons, other evidence suggests that this aspect of design and technology is promoted well.

150. Pupils' attitudes towards the subject are very positive and their behaviour and response to lessons are good. For example, Year 6 pupils spoke confidently about how they enjoyed designing slippers, and had remembered much of their earlier work in school, including designing and making sandwiches, moving toys and popcorn.
151. As a result of teachers' careful planning and provision of appropriate resources, successful outcomes include windmills and vehicles produced by Years 1 and 2 pupils. Pupils in Year 3 have designed and made sandwich snacks in food technology lessons, as well as producing photograph frames and musical instruments of satisfactory quality. Teachers provide a wide range of opportunities for pupils to design moving parts in their models. For example, Year 4 pupils produced moving story books, and Year 5 pupils achieved good standards in making toys with moving parts. Years 5 and 6 pupils investigate more demanding tasks, for example exploring cogs, using motors and drive belts to replicate the workings of fairground rides.
152. The co-ordinator provides satisfactory leadership and has useful plans for raising standards over time. Teachers base their lesson plans on a scheme of work which lays out the skills each year group is expected to cover over three terms. This is helpful in enabling teachers to link activities to class themes and projects and to work in other curriculum subjects. However, the subject co-ordinator is not able to see colleagues teach and is not required to critically analyse colleagues' weekly lesson plans. This means that inconsistencies in the way the subject is taught exist between classes and year groups. The co-ordinator has helpful plans to formalise the gathering of information about pupils' achievements to help raise levels of challenge in all classes. There is little evidence that pupils' well-developed computer skills are used to support their learning in design and technology. Pupils benefit from access to good resources. These are carefully stored in a central area, and effectively sorted to reflect the areas of study.

GEOGRAPHY

Strengths

- Standards by the end of Year 6 have improved since the last inspection and are now in line with national expectations.
- Pupils have good attitudes to their work and enjoy practical activities in the local area.
- Teachers make effective use of the locality to promote pupils' knowledge and understanding.

Areas for improvement

- Opportunities are missed to promote pupils' literacy and numeracy skills.
- The co-ordinator does not have the opportunity to observe colleagues teach in order to raise standards.
- Information and communication technology is not used as well as it might be to support learning.

153. Standards of attainment in geography are broadly in line with national expectations by the end of Year 2 and Year 6. This is an improvement since the last inspection when standards were reported to be below expectations by the end of Year 6. Pupils, including those with special educational needs, make satisfactory progress. Teachers provide a satisfactory coverage of the required curriculum in all classes and, as a result, pupils acquire a broad range of skills, knowledge and understanding.
154. Pupils in Years 1 and 2 benefit from teachers' effective use of the local area to develop geographical skills. For example, by the end of Year 2, pupils have developed a satisfactory understanding of their own environment by planning a route to the local church. Pupils successfully describe features identified on the way, including a variety of different types of housing. They compare their own environment with the less populated Isle of Struay, inspired by a story studied in class. They begin to appreciate different cultures by studying a town in Mexico.
155. Pupils in Years 3 to 6 extend their learning well by comparing the physical and human features of Torquay with those of a village. Higher attaining pupils competently explain and justify their thoughts and make good gains in their learning as a result. Pupils in Years 5 and 6 have the opportunity to visit a local beach to investigate the coastline. They enjoy transferring some of their learning to the compilation of a brochure on the English Riviera to encourage tourism. In this way, teachers promote pupils' literacy skills well. By the end of Year 6, pupils study weather and landscapes in mountainous regions throughout the world. They make effective use of information and communication technology by using the Internet to monitor the progress of competitors circumnavigating the world in a yacht race.
156. The quality of teaching and learning is satisfactory overall. This is an improvement since the last inspection. Teachers manage their pupils well and effectively use resources and visits to support pupils' learning. As a result, pupils have positive attitudes, behave well and are interested in learning. Pupils with special educational needs are well supported by teachers and learning support assistants and this enables them to achieve appropriately and make satisfactory progress.
157. Teachers plan lessons carefully and conscientiously, basing their plans on an effective scheme of work. Opportunities are missed, however, to promote pupils' literacy and numeracy skills in all year groups, and to use classroom computers to support pupils' learning.
158. A study of pupils' past work shows that there is an over-dependence on using photocopied worksheets, particularly for older pupils. This tends to limit the amount of challenge for higher attaining pupils because they are not extended by the tasks. Also, pupils' literacy skills, and writing at length in particular, are not promoted well enough. Pupils enjoy the activities planned, especially visits within the local area. They draw and write with care in most classes. However, where work is completed on individual

sheets and stored in clip files, for example in Years 5 and 6, standards of presentation are poor.

159. The subject is well led by an enthusiastic co-ordinator. She is aware that the quality of teaching and learning is variable, but she has no opportunity to monitor teaching and learning across the school to support colleagues and to raise standards further. Resources are well organised and linked closely to the units of study in the scheme of work.

HISTORY

Strengths

- Pupils' historical enquiry skills are good.
- The subject is used well to promote pupils' speaking skills.
- Pupils have very good attitudes to their work because activities are interesting and motivating.

Areas for improvement

- Opportunities are missed to use the subject to promote and extend pupils' writing skills.
- Higher attaining pupils are not always sufficiently challenged by their tasks.
- The co-ordinator does not have enough opportunities to monitor and evaluate the quality of teaching and learning.

160. At the time of the previous inspection, standards by the end of Year 2 and Year 6 were reported to be in line with national expectations. Skills of historical enquiry were not as well developed as might be expected and teachers' lesson plans did not always clearly identify the purpose of lessons. Since then, there has been an improvement in pupils' historical interpretation and enquiry skills and these are now good. Standards overall are similar to those previously reported. Pupils, including those with special educational needs, make satisfactory progress in Years 1 to 6.
161. The quality of teaching and learning is good overall, with some very good teaching in Year 1 and Year 6. Lessons seen during the inspection demonstrated the strong emphasis placed on discussion of historical evidence, the handling of artefacts and the interpretation of first-hand sources of information. The use of these approaches is one of the main reasons why pupils' skills of historical enquiry have improved since the previous inspection. The very good teaching was characterised by teachers' confidence and enthusiasm, with tasks matched well to the needs of all pupils, including those of higher attainers and those pupils with special educational needs. Pupils discussed their ideas confidently and made considered observations about artefacts from an early age.
162. Opportunities are missed to promote pupils' literacy skills, for instance by writing at length to demonstrate knowledge of events, people and changes. A study of pupils' past work shows that not enough is demanded of pupils in writing activities throughout the school, particularly higher attaining pupils. However, the emphasis on promoting pupils' speaking skills is successful and leads to pupils taking part well in class or group discussions.
163. Teachers plan interesting and motivating activities and, as a result, pupils have very good attitudes to their work and behave well. Pupils sustain concentration in lessons well. Pupils with special educational needs are well managed and catered for and,

consequently, respond well to the subject. For example, in a Year 5 lesson, a hearing impaired pupil was fully involved in, and enjoyed, the lesson. His learning support assistants signed for him throughout and he played an active part in both the oral and written aspects of the lesson as a result.

164. The subject scheme of work provides pupils with a broad range of historical activities. For example, pupils study many historical periods, including the Ancient Egyptians, the Victorians, the Ancient Greeks and the Romans. This leads to a satisfactory awareness amongst pupils of chronology. Pupils in Year 1 were observed making a study of old toys and comparing them with their favourites and they made good gains in their sense of chronology as a result. Older pupils remembered much of their former studies and had developed a good sense of chronology. The study of famous historical characters helps to establish an understanding of life in the past. For example, pupils in Years 1 and 2 made good gains in their knowledge and understanding as they searched for information about Louis Braille and Guy Fawkes. Teachers make good use of the local area to extend pupils' learning. For example, pupils in Year 6 studied the 1861 census returns for a road near the school, which they were later to visit to observe current land use.
165. The co-ordinator provides good leadership. She is both knowledgeable and enthusiastic. She has worked effectively to ensure resources have been carefully arranged to support the units of work and this is helpful to teachers as they plan their lessons. Her influence is restricted by not having time to observe the quality of teaching and learning throughout the school in order to share good practice seen or to assure herself of the full implementation of teachers' weekly lesson plans. Assessment procedures are satisfactory and the results of tests given to pupils at the end of each unit of study provide teachers with useful information about pupils' achievements.

INFORMATION AND COMMUNICATION TECHNOLOGY

Strengths

- Pupils achieve very well by the end of Year 2, and above expected standards by the end of Year 6; progress is very good.
- The quality of teaching and learning is good overall.
- The teaching of skills in the computer suites is very effective.

Areas for improvement

- Not enough use is made of the computers in Years 3 to 6 classrooms to support pupils' learning.
- Pupils' use of control technology is not as well developed as other aspects of their learning.

166. At the time of the previous inspection, pupils' standards were reported to be in line with national expectations by the end of Year 2 and Year 6. Since then, there has been intensive teacher training, an effective revision of the subject scheme of work and improvements to the quantity and quality of resources. As a result, the improvement in standards has been good. Standards are well above those expected by the end of Year 2 and above expected standards by the end of Year 6. Pupils, including those with special educational needs, make good progress.

167. The quality of teaching and learning is good overall and makes a significant contribution to the high standards achieved. As a result, by the end of Year 2, pupils are confident and skilful in their use of computers. The vast majority of direct teaching takes place in the school's main computer suite. Teaching observed in Years 1 and 2 was always of a good standard and sometimes excellent. The excellent teaching was characterised by an atmosphere of enjoyable learning with all pupils being purposefully engaged. Pupils' good behaviour and sustained concentration greatly enhanced the quality of learning and the development of skills. Young pupils competently turn on machines, access information, retrieve stored information from a CD and close programs down.
168. By the end of Year 6, good teaching continues to sustain good progress in pupils' achievement and the development of their skills. This results in standards above those expected. Lessons in Years 3 to 6 classes were characterised by teachers' good knowledge of the effective use of equipment and software, and this had a positive effect on pupils' achievement. In some lessons, pupils were encouraged to be creative and investigative. For example, a class of Year 5 pupils investigated 'The Snail' by Matisse. They were successfully encouraged to use a program to rotate parts of the picture, recreate it and change colours and tones. In some other lessons, for example, in Year 4, using a screen turtle and, in Year 6, developing multimedia presentations, challenging activities were planned which pupils met with enthusiasm and sustained application.
169. By the end of Year 6, pupils have developed many skills to a high level. These include retrieving information from CD-Roms, searching the Internet, using e-mails, wordprocessing and simulations, and they are fully aware of the significance of the application of information and communication technology both in and out of school. Achievement in the use of control technology is satisfactory. This aspect of pupils' learning is not promoted as well as other skills.
170. Teachers manage and organise pupils' learning well in the computer suites, and make particularly effective use of the big screen in the main suite to teach skills. However, not enough account is taken of how well pupils are working in pairs, and there were occasions in lessons when, because one pupil in a pair was dominant throughout, the other achieved very little. Generally, assessments of pupils' attainment and progress are not sufficiently precise, for instance to make sure that higher attaining pupils are consistently challenged by their tasks and that they have opportunities to work on more advanced activities than the rest of the class.
171. Pupils throughout the school have opportunities to link their work to other areas of the curriculum when working in the computer suite. Good resources are available to support learning in literacy, mathematics, science, history, geography and art and design. However, the timetabling of the two computer suites left them unused for significant periods of time during the inspection. Each classroom in Years 3 to 6 has at least one computer available for pupils to use. Only a small proportion of the lessons seen involved pupils using classroom computers. As a result, opportunities are missed in most subjects for pupils of all capabilities, including pupils with special educational needs, to use computers to support their learning.
172. The subject is very well led by a skilful and knowledgeable co-ordinator. He is very keen to further raise standards, especially in the area of control technology, which he has appropriately identified as an area for development. He is qualified to train colleagues to a high level of competence and supports teaching and non-teaching staff well in this respect. As a result, confidence in teaching information and communication technology has risen amongst staff, and pupils benefit from a good

range of learning opportunities. Resources are of good quality and quantity. One computer suite contains a networked set of computers with projector, printer and white screen. In addition, pupils have access to a good quantity of digital cameras and laptop computers. Most classrooms have a television, video, CD player, overhead projector and cassette player, all of which are generally well used on a day-to-day basis.

MUSIC

Strengths

- Standards of singing are above expectations at both key stages.
- Pupils work together well to perform with voice or with percussion instruments.
- Pupils have very good attitudes to the subject.
- Concerts play a major part in the musical life of the school.

Areas for improvement

- Pupils do not have enough opportunities to develop their composing skills.
- The co-ordinator does not have enough opportunities to see her colleagues teach or analyse their daily lesson plans.

173. At the time of the previous inspection, standards were judged to be in line with expectations by the end of Year 2 and Year 6, with pupils achieving particularly well in singing. These standards have been successfully maintained. Pupils, including those with special educational needs, make good progress and achieve well.
174. Pupils benefit from many opportunities to perform together. This is reflected in the above average standard of pupils' singing in class lessons and assemblies, and the particularly high standards achieved in school concerts. For example, evidence on video of past school productions and concerts shows that pupils develop a good awareness of performing as part of a group. They develop a good awareness of rhythm and tempo, with clear diction and expression.
175. Good examples of these qualities were seen during the inspection, when pupils in Years 1 and 2 and in Years 3 to 6 assembled for separate singing practices. The Years 1 and 2 pupils sang with enthusiasm and evident enjoyment. They benefited from the expertise of the teacher leading the session, who accompanied pupils skilfully on guitar and piano, as well as maintaining their interest and concentration throughout with her sense of humour and high expectations of what they could achieve. The teacher leading the older pupils also had high expectations of the pupils' performance. As a result, there was a particularly moving rendition of a sung prayer in which pupils displayed a good awareness of pitch, dynamics and tempo. Hearing impaired pupils were fully included in these activities, benefiting from signing by teachers and learning support assistants.
176. The quality of teaching is good overall. Where it is particularly successful, expectations are high and pupils are given opportunities to make choices and decisions for themselves. This was evident in a Year 4 lesson, where pupils worked together in small groups to plan a dance composition. The teacher gave good advice and support without being too prescriptive, so that pupils were able to work creatively and expressively and achieved well as a result. Year 6 pupils responded well to effective teaching as they discussed ways of improving their performance of a song linked to work about Shakespeare's 'Macbeth'.

177. Teachers vary in their expertise and confidence. As a result, pupils' composing skills are not as well developed as their performing skills because not all teachers have sufficient subject knowledge to extend and challenge pupils in this aspect of their learning. However, evidence on cassette tape of pupils' past work shows that pupils in all year groups are developing a satisfactory knowledge and understanding of how to select and organise sounds and musical ideas. Music is used well to promote pupils' personal development. From the Foundation Stage onwards, the self-esteem and confidence of many pupils is raised by their participation in musical activities.
178. On the rare occasions when teaching is less than satisfactory, for example in a lesson for Year 1 pupils, it is not clear what pupils are expected to have learned by the end of the lesson and activities tend to lack purpose for pupils as a result.
179. The co-ordinator provides good leadership. She gives good advice and support to colleagues as they plan their lessons and sets a good example in the high expectations she has of the pupils in her class and during assemblies and hymn practices. She has established a good scheme of work which is helpful to non-specialist staff. It is helping them to become more confident in the way that they teach and assess pupils' achievements. Staff with particular skills in music are used well, either to take other classes or to manage and organise school concerts and performances. The co-ordinator's influence on classroom practice is limited, however, because she does not have enough opportunities to critically analyse teachers' daily lesson plans or observe her colleagues teach. The curriculum is broad and balanced and pupils benefit from a good range of extra-curricular clubs and activities, including choir, recorders and guitar tuition.

PHYSICAL EDUCATION

Strengths

- Pupils' attainments are above those expected by the end of Year 6.
- Pupils in Years 1 to 6 make good progress and achieve well.
- The quality of teaching and learning is good and pupils benefit from teachers' good subject knowledge and expertise.
- Pupils' skills are developed well by an excellent range of extra-curricular activities and good quality resources.

180. At the time of the previous inspection, no judgement was made about standards in Years 1 and 2, but standards were reported to be in line with those expected by the end of Year 6. Standards have improved well since then. Standards are in line with those expected by the end of Year 2 and above expectations by the end of Year 6. All pupils, including those with special educational needs, make good progress.
181. The quality of teaching and learning is good overall. Lessons are well planned, following national guidelines and all required elements are taught during the year. In all the lessons seen, teachers demonstrated appropriate subject knowledge and promoted awareness of health and safety very well. Lessons moved on briskly, relationships with pupils were very good and encouragement was constantly given which supported pupils' confidence and will to succeed. Teachers make effective assessments of pupils' achievements, identifying those pupils who attain above or below average standards each term.

182. As a result of the good quality of teaching, pupils in Year 1 accurately roll a ball along the ground to a partner and many demonstrate good hand-eye co-ordination when bouncing and striking a ball. Most catch well over short distances and move and travel with increasing control and balance. Pupils respond quickly to instructions and are aware of the effect of exercise on their body. Pupils move well to music played to them in the hall. They show imagination in their movements and repeat simple actions and sequences well. Teachers successfully encourage them to make improvements to their techniques and ideas and to evaluate their own and other pupils' performances.
183. Teachers make lessons interesting and exciting. Consequently, pupils enjoy their lessons and their attitudes are good. They respond well to instructions, understand the rules of a number of competitive games and demonstrate a sense of fair play. Pupils are well behaved and most concentrate and stay on task well, working energetically and co-operatively in pairs or small groups. For example, pupils in Year 3 develop their gymnastics skills well with appropriate warm-ups being a feature of the lessons seen. They create good balance positions and develop their own movement patterns with a partner. They roll and turn in different ways with high and low movements and demonstrate confidently their finished work.
184. Year 4 pupils show appropriate skills when playing tennis, they throw and hit in turns aiming for a given direction. Most demonstrate appropriate pace and control when striking the ball. Higher attaining pupils adjust their feet and body positions well to adapt to variations of ball speed and direction. Pupils in Year 5 refine their movements to mirror the mood of music when exploring the theme of the 'Creation', linked to their work in religious education. In a very good lesson observed in Year 6, there was very good progress in acquiring basketball skills as the pupils practised travelling with the ball, bouncing and avoidance tactics. This was due to the teacher's skill and knowledge and good use of pupils to demonstrate techniques.
185. The breadth and balance of the curriculum are very good. Pupils benefit from an excellent range of extra-curricular activities and these make a significant contribution to the good progress pupils make in games skills. For example, four of the pupils attending the twice-weekly badminton club have competed in a Devon county team this academic year. A wide range of sporting competitions against neighbouring schools give higher attaining pupils good opportunities to further extend their skills. The school has regular visitors from the world of sport, for example a national basketball coach and the local football club manager. Many of the school staff take part in and run clubs outside of school hours, and their contribution is appreciated by parents. Older pupils have good opportunities to take part in residential visits featuring outdoor adventure activities. These activities develop pupils' social skills and make a good contribution to their overall moral and social development.
186. The enthusiastic and knowledgeable co-ordinator provides very good leadership. She is involved in a national programme of sports development and the school has applied for a national achievement award in sport. Resources are of good quality and quantity and are used effectively and efficiently to promote pupils' skills. The school has use of a large hall, two playground areas for team games and a shared grassed playing field. The outdoor swimming pool is used well and most pupils attain the required national 25 metres level in swimming by the time they leave the school, and many swim further than this.

RELIGIOUS EDUCATION

Strengths

- The subject makes a significant contribution to pupils' understanding of the differences between right and wrong.
- Teachers provide good opportunities for pupils to reflect on how what they learn affects their lives.
- Teachers involve pupils with special educational needs and significant hearing impairment very well in class discussions.
- Pupils have good attitudes to the subject and behave well in lessons.

Areas for improvement

- Some reading and writing activities have not been adjusted to suit the needs of pupils with learning difficulties and this hinders their progress.
- The co-ordinator does not have enough opportunities to monitor and evaluate standards.
- Opportunities are missed to use information and communication technology to support pupils' learning.

187. By the end of Years 2 and 6, pupils' attainment is in line with the expectations of the locally agreed syllabus. Throughout the school, boys and girls achieve a satisfactory knowledge and understanding of some of the major world faiths. This represents a good improvement in standards in Years 3 to 6 since the last inspection, when standards were judged to be below expected levels. There has also been good improvement in pupils' attitudes to the subject, which are now consistently good.
188. Year 2 pupils know that Christians worship and pray in church and understand that it is a special place. They identify that weddings and funerals are held in church and that these are significant events. They are familiar with stories from the Old and New Testaments such as Noah's Ark and the Christmas and Easter stories. Most children are beginning to develop an understanding of the symbols associated with Christianity. They demonstrate this as they talk about 'Christingle', and higher attaining pupils explain that the candle represents Jesus as the light of the world.
189. In Year 3, pupils increase their understanding of Judaism and symbolism well when they learn about the meaning behind the food eaten to commemorate the Passover. The subject makes a very good contribution to pupils' moral development, and is apparent in Year 4 pupils' written work about rules in their lives. They use their literacy skills appropriately when they identify moments of temptation in their own

lives. For example, one boy writes that he was tempted to punch his brother 'because he kept calling me names'. However, opportunities for pupils to develop their ideas on paper are not fully exploited in the subject.

190. In Year 6, pupils are interested in Hindu beliefs and their knowledge of Rama and Sita is satisfactory. They use their knowledge to consider similarities and differences between Christianity and Hinduism, although they find differences more readily. Nevertheless, contributions, such as 'instead of one god, they have one god with many faces', indicate their thoughtful responses.
191. The quality of teaching and learning is satisfactory. The quality of the four lessons seen during the inspection was good overall. However, evidence from a scrutiny of pupils' work indicates that teachers' expectations vary from class to class and so pupils' skills are not developed progressively between year groups. Lessons tend to be whole-class and this means that higher attainers in particular are not always fully challenged by the activities. Procedures for assessing pupils' achievements are satisfactory. Teachers are particularly good at instigating discussions amongst pupils about moral and social aspects of living together as a community. This makes a significant contribution to the excellent relationships that exist and the respect pupils have for each other and adults throughout the school.
192. Teachers successfully include pupils with hearing impairment in question and answer sessions. This is because pupils wear receivers and teachers wear radio aids, enabling pupils to use any hearing that they may have. Additionally, learning support assistants sign very effectively and are highly successful in encouraging hearing impaired pupils to participate. Pupils with special educational needs make satisfactory progress in the subject because teachers include them well and so they have the confidence to respond fully. However, some tasks are not sufficiently modified to help pupils with reading and writing difficulties to take full advantage of lessons.
193. The subject is well led by the co-ordinator who, although she rarely sees her colleagues teach, has a good knowledge and understanding of strengths and areas for improvement. She uses this knowledge well to help her colleagues as they plan their lessons, giving helpful advice on lesson content and use of appropriate resources.