

INSPECTION REPORT

ROSELANDS PRIMARY SCHOOL

Paignton

LEA area: Torbay

Unique reference number: 113242

Headteacher: Mr Steve Millyard

Reporting inspector: Dr Tom Simpson
10428

Dates of inspection: 13th to 16th January 2003

Inspection number: 247334

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: Lynmouth Avenue
Paignton

Postcode: TQ4 7RQ

Telephone number: 01803 525375

Fax number: 01803 665104

Appropriate authority: The governing body

Name of chair of governors: Rev Graham Pestridge

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10428	Tom Simpson	Registered inspector	Mathematics Art and design Music	The school's results and pupils' achievements How well is the school led and managed?
9756	Ken Parsons	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
22729	Bob Arnold	Team inspector	Science Design and technology Geography Special educational needs	How well does the school care for its pupils?
20230	Jenny Clayphan	Team inspector	History Physical education Educational inclusion The foundation stage	How good are the curricular and other opportunities offered to pupils?
31838	Martyn Williams	Team inspector	English Information and communication technology Religious education	How well are pupils taught?

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Roselands is an average sized primary school serving part of the south Devon town of Paignton. A significant number of the pupils live away from the immediate area of the school. The pupils live in a mixture of private and rented accommodation. There are 273 pupils on roll, including 26 who are in a reception class. This latter group is described as being in the Foundation Stage. There are slightly more boys than girls on roll. There are few pupils from ethnic minority backgrounds or for whom English is an additional language. The percentage eligible for free school meals is broadly average. The percentage of pupils with special educational needs - including those with Statements of Special Educational Need – is above average. There is a high level of pupil mobility – particularly into the school. Attainment on entry to the Foundation Stage varies – but is overall around the expected level.

HOW GOOD THE SCHOOL IS

The effectiveness of this school is satisfactory overall. Achievement is satisfactory and standards in the majority of subjects are at the expected levels. In those subjects where attainment is below expectations, there is evidence of recent improvements. Pupils are well cared for and there are examples of very good teaching. The headteacher and staff have a strong level of commitment to further improvement and the capacity to succeed. The school provides satisfactory value for money.

What the school does well

- There is some very good and excellent teaching and this is beginning to have a positive effect on standards.
- Provision for moral development is good and there is a positive behaviour culture in the school, which is reflected well on pupils' attitudes and behaviour.
- Relationships at the school are very good.
- Pupils are well cared for and like coming to school.
- Overall leadership and management are good and are beginning to impact well on provision – particularly in literacy and numeracy.

What could be improved

- There is not enough provision in some lessons for pupils with higher levels of attainment or for those with special educational needs and as a result these pupils do not achieve as well as they could.
- Standards in science are not high enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in November 1997. Most of the issues then raised have been addressed and the school has made satisfactory improvement overall. All statutory requirements - including those relating to the curriculum and worship - are now met. Pupils' behaviour is now much better managed in lessons and around the school. There have been improvements to planning. Standards and provision for information and communication technology have improved. However, standards in some other subjects – notably English and science – have declined. Attendance is not as good as previously reported.

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	C	B	D	D
Mathematics	E	C	D	D
Science	E	D	E	E

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

This table shows that the 2002 test results were below average in English and mathematics and well below it in science. However, the percentage of pupils gaining the expected Level 4 was above average in mathematics and average in English. In the tests of pupils at the end of Year 2, results were well below average in reading, writing and mathematics. The school has analysed these results carefully and has put a number of strategies for improvement in place. These have already had a positive impact and standards in mathematics are now average at the end of both Year 2 and Year 6. These strategies, however, have not yet had time to fully impact on English and science, and in these two subjects standards are still below average at the end of Year 6. The school's trend in improvement is broadly in line with the national trend.

Achievement is difficult to assess because of the high mobility of the school population and the significant number of pupils with special educational needs who join the school after the normal point of entry. Analyses of data and scrutiny of pupils' previous work indicates that overall achievement is satisfactory at all stages of education in the school. For example, comparison of the results of assessments at the end of Year 2 with those at the end of Year 6 for those pupils who sat both tests at the school indicates that most made appropriate progress between the two. However, achievement is unsatisfactory in science, music, design and technology and geography. The overall achievement of pupils with special educational needs is also unsatisfactory. There is no evidence of any significant difference between the achievement of boys and girls. Appropriately challenging targets for further raising standards in literacy and numeracy have been set and the school is on course to meeting these. Children in the Foundation Stage are likely to meet the early learning goals by the time they reach Year 1. Standards in the other subjects are at the expected levels at the end of Year 2. They are at the expected levels in most subjects at the end of Year 6 – with the exception of design and technology, geography and music, where they are below the national expectation.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good – most of the pupils enjoy coming to school and want to do their best.
Behaviour, in and out of classrooms	Good – the pupils work hard and learn well. They are generally polite to adults and to one another.
Personal development and relationships	Personal development is satisfactory – relationships are very good and a particular strength of the school.
Attendance	Satisfactory overall and slightly better than the local average.

	Unauthorised absence is low.
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Most pupils like the school and are keen to do their best. They are trustworthy and look after property. The small minority of pupils who find it difficult to behave well respond successfully to the expectations of their teachers and classmates. Pupils know that their views are valued and consequently most respect the views of others. They co-operate very well with one another. The role models provided by adults in the school positively influence pupils. Relationships are very good and there is a strong sense of inclusion in lessons and at playtimes. The main cause of absence at the school is pupils being removed during term time for family holidays.

TEACHING AND LEARNING

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

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.

There are examples of good teaching throughout the school and very good and occasionally excellent teaching in Years 1 to 6. However, the quality of teaching is not consistent and a small number of unsatisfactory lessons were seen during the inspection. In these the pupils did not make good progress. The most effective teaching is characterised by comprehensive planning and a delivery that is stimulating, challenging and impacts well on the development of pupils’ skills and knowledge. The management of pupils is also good in most lessons. It is consistent and positive. It is largely based on very good relationships and impacts very well on pupils’ attitudes and behaviour. Teachers throughout the school listen and respect pupils’ views, which helps them develop their confidence in expressing these. The main weakness in teaching at the school is a lack of expectation and challenge in some lessons in Years 1 to 6 and a failure to set tasks which are well enough matched to the attainment of different groups of pupils in the class. This particularly affects the achievement of higher attaining pupils and those with special educational needs. Teaching of English – including literacy – and mathematics – including numeracy – is satisfactory. Teaching and learning in science, however, are unsatisfactory overall. Teaching is good in art and design, music and physical education – although its impact on standards in these subjects has not been fully realised yet, as many of the teachers have not been in the school long enough to have had a full impact. Overall, teaching meets the needs of the pupils satisfactorily.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall – the curriculum is broad and balanced and activities are often made interesting for the pupils.
Provision for pupils with special educational needs	Satisfactory overall – but the targets set for them are not always reflected in the work provided for them in lessons.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Satisfactory overall – provision for pupils’ moral development is good, while that for their spiritual, social and cultural development is sound.
How well the school cares for its pupils	There are satisfactory procedures in place for assessing pupils’ progress. Several of these are new and some are not fully implemented yet or are inconsistently applied. Pupils are well cared for by staff and most feel

	happy and confident in school.
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The school works satisfactorily in partnership with the parents and most are happy with the provision it makes for their children. There are good procedures in place for child protection and for monitoring pupils' behaviour and personal development. Statutory requirements in respect of the curriculum are fully met, while the provision of extra-curricular activities is sound overall. The school has a high level of commitment to social inclusion with all pupils, regardless of their backgrounds, being fully involved in all activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall management at the school is good. The headteacher and staff have a high level of commitment to further improvement and the capacity to achieve this.
How well the governors fulfil their responsibilities	The governing body is enthusiastic and supportive. It is well informed and fulfils its statutory responsibilities appropriately.
The school's evaluation of its performance	The headteacher and senior staff have carried out audits of the school's standards and provision and have taken relevant action. There is no system in place yet for monitoring teaching in all subjects.
The strategic use of resources	Satisfactory – the budget is constructed in response to the school's current needs and resources are used appropriately to support pupils' learning.

Resources are sufficient overall and there are strengths in those available to support information and communication technology. Staffing levels are satisfactory. Accommodation is satisfactory overall and well looked after. There are strengths in the external environment but weaknesses in library provision and facilities for withdrawing pupils with special educational needs are inadequate. The school has satisfactory regard for the principles of best value. It consults with parents and pupils, and obtains competitive tenders for all major purchases. Comparison with similar schools, however, needs to be developed further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school expects their children to work hard and achieve of their best. • Their children are making good progress. • The teaching is good. • Behaviour in the school is good. 	<ul style="list-style-type: none"> • The school does not provide an interesting range of activities outside lessons. • Their children do not get the right amount of homework. • The school does not work closely enough with parents. • They are not kept well enough informed about how their children are getting on.

The inspection judged that extra-curricular provision and the setting of homework were broadly satisfactory - although there is scope for improving the former and provision of the latter is inconsistent. The team considered that the school tries to be welcoming to parents, but agreed that written information on pupils' progress is insufficient.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, standards were at the expected levels in most subjects. They were above expectations in art and music at the end of Year 2 and below expectations in information and communication technology at the end of Year 6. In the intervening period standards have fluctuated but are now lower than previously reported in several subjects, the most significant of these being English and science. Facilities for information and communication technology have improved and standards in this subject are now at the expected level. There are a variety of reasons for the drop in standards. The school population has changed and there is now a greater proportion of pupils with special educational needs – many of whom come from out of the school's immediate area. Pupil mobility is considerable with some pupils already having attended several schools and others having had little previous school experience. There has been quite significant turnover of staff in the recent past, which has contributed to some teaching and learning instability.
2. The school has analysed its results in detail and taken a number of steps to improve its provision. New staff have been appointed and these are enthusiastic and committed to improvement. New co-ordinators for the key subjects of English and mathematics have already impacted on standards through their skilful support and monitoring. The results of data analyses have enabled the school to identify specific strengths and weaknesses within subjects and – in the case of mathematics – within teaching. This has enabled the school to establish groups according to attainment and allocate resources to best effect. It is too soon for all these changes to have a full impact – although there was evidence during the inspection of standards already improving in English and mathematics. Despite the establishment of weekly booster groups, standards in science are not improving at a fast enough rate. The school, however, is poised to make significant improvements in standards in the coming years. Where achievement is unsatisfactory, this is sometimes related to a lack of challenge for some pupils and to work set not being closely enough matched to the needs of groups of pupils with different levels of attainment in a class or group. Pupils with special educational needs, for example, do not achieve well overall. Although their achievement in literacy and numeracy is broadly satisfactory as a result of class organisation and curriculum content, lessons in other subjects contain inappropriate work, which is not well matched to their attainment and requires high levels of adult input. Where this is unavailable, pupils struggle with the reading and writing content. Pupils' individual education plans also indicate that their achievement is often unsatisfactory.
3. Within English, standards in speaking and listening are at the expected level at the end of both Year 2 and Year 6. However, they are below average in reading and writing. Throughout the school, pupils listen attentively to their teachers and to each other. In Year 2 most understand and successfully respond to a variety of everyday instructions, statements and questions – largely using clear, Standard English. By Year 6, most pupils reply to questions in a thoughtful and relevant manner and speak with reasonable confidence. Higher attainers use a good range of language in descriptions and have an engaging variety of expression. By the end of Year 2, few pupils read with sustained confidence, fluency and accuracy. Higher attaining pupils offer opinions about what they have read and mostly give some reasons for their views, but average-attaining pupils read simple texts largely without expression. Lower attaining pupils pause frequently and need help with the simplest texts. In Year 6, pupils' reading still includes more hesitation than is normal. In general they understand the main points of what they have read – but the identification of themes or the use of deduction are not well developed. Standards of writing have improved considerably over the past term as a result of a school focus on this strand of literacy. However, spelling is still frequently inaccurate by the end of Year 2 and handwriting is not consistently joined. Average attainers produce short sequences of sentences. Higher attainers write longer ones, but whilst lower attainers can put given sentences in order, they create few of their own. By Year 6, higher attaining pupils vary forms to suit the reader's purpose but spelling is still insecure.

4. Most Year 2 pupils can formulate appropriate methods for carrying out mental addition – although not all are able to explain the rationale for these. Most understand the concept of halves and quarters in practical situations and identify and label three-dimensional shapes. By Year 6, higher attaining pupils carry out some complex operations involving decimals, successfully using calculators to check their answers. Most solve problems involving the four operations fluently, using brackets, squares and square roots where appropriate to support their calculations. Average attaining pupils confidently subtract multiples of 10s from three-digit numbers, while lower attaining pupils understand the concept of ‘inverse’, can double up to 32 from 1 and have made a sound beginning to learning their multiplication tables. By the end of Year 2, pupils have a good understanding of the effects of the environment on plants and animals. They successfully carry out investigations into electrical circuits and eye colour and record their findings in a variety of ways. By the time they leave the school, most pupils can describe and name the main parts of a plant and carry out investigations connected with the major organs and the working of the human body. They are aware of the location of the heart and lungs, but not of the kidneys. Few know the main functions of leaves or can list the major characteristics of a living organism. Year 2 pupils are confident users of the computer ‘mouse’. They word process text effectively and are competent users of a wide range of programs involving word processing, databases and art. Year 6 pupils can use sound and imagery to enhance text and have begun to use equipment with sensors to monitor physical data. Most successfully obtain information from the Internet and use the E-mail facilities. Pupils in Year 2 have a sound recall of stories from several major world religions, while by Year 6, pupils recognise the significance of some religious practices and begin to understand the reasons behind these.
5. Pupils throughout the school produced some very good quality art and design work during a recent ‘African Arts’ week. This includes fine ink drawings of hunting scenes, weaving, printing, batik and three-dimensional masks. In design and technology, pupils at the end of Year 2 show good attention to detail; for example accurately representing kites in drawings and investigating hinges, their suitability and uses. Year 6 pupils can describe making simple evaluations of their constructions and have compared different materials to see which will best suit items they are making. The standard of their work, however, is below the national expectation. Year 2 pupils are able to make simple maps of the local area and describe key human and physical features. Year 6 pupils are beginning to understand how to use grid references and symbols on an Ordnance Survey map, but only a few can give the major differences between a village and a city, describe why settlements might have been built at specific locations or say how a river is marked on a map. The majority of pupils in Years 5 and 6 can describe some of the different elements of music – although only a few are familiar with more complex ones and the overall level of their work is below that expected for their age. Standards are higher lower down the school, however, and with its good leadership, music is a subject in which standards are poised to improve significantly in the future.

Pupils’ attitudes, values and personal development

6. The pupils of Roselands Primary School are happy coming to school. Younger children usually have no problem parting from their parents when they arrive at the start of the day, whilst older pupils come ready to start work. Parents believe that their children like school. Pupils have good attitudes towards school and work. These are well established in the reception class, developed by the school’s effective induction procedures and the positive experiences it provides. The school’s ethos of building strong relationships between all members of the school community helps pupils to respond well to what the school offers. Staff value them as individuals and this encourages them to respond in kind. These attitudes encourage pupils to work hard in most lessons. Pupils settle quickly to their tasks first thing in the morning, helped by the well-established routines. For example, one wet morning, pupils were coming into school and settling at their tables sensibly ready to start work. They are often interested in the subject matter of their lessons, and are enthusiastic about the prospect of gaining new knowledge and skills. For example, in a Year 6 English lesson on paragraph construction in story writing, they listened to the teacher carefully and then sensibly discussed their ideas. They were quick to respond to the lesson and very involved in the task. The pupils’ involvement in the activities the school offers is good. One particular example is the very positive feedback older pupils provide on how much they

benefited from the residential camp at Pinkery. Pupils with special educational needs are fully accepted into the life of the school. Their peers often respect their views. Pupil's attitudes to learning are good. They are keen to attend and work hard once there. They display very positive attitudes towards their work and the staff. They are friendly towards visitors and readily willing to share their learning and successes with others. They are proud of the progress they make and value the involvement in the wider community of the school.

7. Pupils' behaviour is good in lessons and around the school. They work hard and learn well, with teachers not having to spend much time maintaining order. For example, in a Years 5 and 6 art and design lesson producing a textile panel, pupils were attentive during the initial discussions, with many offering suggestions. They settled quickly, were enthusiastic about the work and focused well on it. Pupils are usually polite to each other and to staff. They move around the school in an orderly way, for instance when going to assemblies. There is a small minority of pupils who have particular problems behaving well, but most of the time they respond appropriately to the expectations of teachers and their classmates. The last inspection noted as a key issue that some pupils' progress was being affected adversely by the poor behaviour of pupils. This problem has been addressed. The current pupils are trustworthy; for example a group of pupils sent from the classroom for a session in the computer room went straight there without lingering. Pupils show respect for property, with no evidence of vandalism or graffiti in the school. One classroom display on materials had a desirable toy car and coins as examples of metals on open display without problems. Play at both break and lunchtimes is good-natured. At lunchtime pupils eat their food sensibly and there is a buzz of productive conversation. In the playground pupils play with each other well and this ensures that this time is a positive experience, with virtually all of them involved in activities with friends. No incidents of bullying or racial abuse were observed during the inspection and these are rare occurrences. There has been only one fixed term exclusion in the past year, of a pupil already excluded from another school.
8. Pupils' personal development is satisfactory. The varied home circumstances from which pupils come is reflected in the range of maturity they display. The school's emphasis on encouraging speaking and listening skills, involving a range of opportunities to discuss ideas, also enables pupils to develop their self-confidence. Pupils know that their own views are valued and they have respect for those of others. For example, in a Years 3 and 4 dance lesson on robot movements, there was no silliness. Pupils displayed a very high level of concentration and enthusiasm and watched each other's performances with attention, providing kind positive criticism. Another example was a Years 3 and 4 music lesson, which saw pupils co-operating well to choose an instrument to play with no squabbling. Relationships are very good and a particular strength of the school. Pupils mix very well together and there is a strong sense of inclusion. In the playground no pupils are excluded from games, for example. Pupils are influenced by the positive role models about them. All adults are consistently kind, considerate, and caring, showing respect to pupils and to each other. Consequently, pupils respect others and are able to collaborate and work very well with each other. The school offers numerous opportunities for them to work together in pairs or small groups, often very informally or for a short time. This is a really positive characteristic of the school's provision.
9. Pupil attendance figures are in line with the national average for a school of this type. They are slightly better than the average for primary schools in Torbay. Unauthorised absence in the school is running at a low level, with most parents providing reasons for their child's absence. A significant proportion of pupil absences, nearly a third of the total, are the result of parents withdrawing them for holidays in termtime. This problem is partly a result of being in a tourist area, where employment opportunities are greatest in school holidays. Behaviour has improved since the last inspection of the school, although attendance has declined slightly relative to national averages.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

10. There have been considerable changes in the teaching staff since the last inspection. Few of the former class teachers remain and many teachers only joined the school in September. Teaching has not had time to impact fully upon standards as its quality is inconsistent, with the majority being good or better – but a small amount still being unsatisfactory. Although the teaching of mathematics has brought standards in line with national averages after below average results in the most recent National Curriculum assessments, in English by Year 2 and Year 6 and in science by Year 6 changes have been slower to yield dividends. Teaching is satisfactory overall. It is good or better in about five out of ten lessons, with examples of good teaching throughout the school and very good and occasionally excellent teaching in Years 1 to 6. This presents a broadly similar picture to the last inspection. In a small number of lessons - less than one in ten - teaching is unsatisfactory, largely because teachers do not set work at levels appropriate to the ability of the pupils. This factor also frequently makes the difference between satisfactory and better lessons, especially in Years 3 to 6 because teachers do not always have sufficient expectation of what higher attainers in particular can do. This obviously limits their learning. In the vast majority of lessons pupils make satisfactory gains in knowledge, skills and understanding. The school has successfully addressed the previous key issue of meeting statutory requirements for the teaching of information and communication technology.
11. The quality of teaching is satisfactory in the Foundation Stage and leads to sound learning by the pupils. There was no unsatisfactory teaching. In the better lessons clear planning reinforces and extends children's skills, using for example brisk questioning, tailored to ability, to keep up a good pace and keep children involved. This leads to good learning and helps children meet the nationally expected early learning goals. Where teaching is less successful, planning is not so sharply focused to individual needs and activities are less effective in building upon prior learning. The pace of the lesson becomes slow in consequence, which means that children are not as fully engaged as they should be.
12. In the Years 1 to 6 classes the quality of teaching ranges from unsatisfactory to excellent but is satisfactory overall and results in sound learning by pupils. Teaching and learning is good in art and design, music and physical education. It is unsatisfactory in science. It was not possible to judge teaching in design and technology or geography. In the other subjects teaching is satisfactory. Teaching of basic skills is satisfactory. This supports pupils' learning in all subjects. Teachers implement the National Literacy Strategy and the National Numeracy Strategy in ways that largely meet the needs of their pupils. They do not however always ensure that pupils' skills are consistently reinforced throughout the curriculum. For example, the attention given to spelling in literacy lessons is not always matched by its correction in other subjects, thereby losing opportunities to build up pupils' accuracy. The overall expertise of teachers has been strengthened through the use of published schemes of work for all subjects. These have provided a good basis for lesson planning. In many cases, however, good basic planning is not refined and focused sharply enough to meet individual needs. Whilst overall satisfactory, this demonstrates the lack of expectations in some lessons - especially of what the highest attainers can do. Teachers' expectations in Years 3 to 6 are unsatisfactory because too often higher attaining pupils receive insufficient challenge to stimulate them and extend them to the fullest. In a numeracy lesson for example for Years 5 and 6, the teacher did not present any more demanding tasks even though the class had shown a correct response to those already given. As a result pupils worked diligently but without enthusiasm, moving no higher because they had no opportunity to do so.
13. In the better lessons, objectives are clearly shared with pupils so everyone knows where they are going, and via a plenary session at the end, how well they are getting there. In many cases, however, objectives and reviews are not made clear enough to give pupils a good grasp of how well they are learning. On balance the use of assessment in lessons is satisfactory, but is not consistently used well enough in order to help plan and present all pupils with suitably challenging tasks.

14. A national initiative for training teachers in the use of information and communication technology raised teachers' knowledge and confidence in the use of computers after the last inspection found shortcomings in Years 3 to 6. A significant number of these teachers have now left the school but the majority of new staff already has satisfactory and in some cases good information and technology skills - so this subject is now taught satisfactorily. Where appropriate, teachers make good use of the expertise of the information and technology technician who regularly works alongside staff and pupils so that they may gain the most benefit. Teachers do not plan well for pupils with special educational needs and this results in a lack of achievement. Grouping of pupils in literacy and numeracy lessons is effective - especially when an adult supports less able pupils. Teachers write the individual education plans for their pupils but rarely refer to individual needs in planning or ensure that work undertaken by teaching assistants is monitored. The targets set are not always appropriate to the needs of individual pupils and some are not sufficiently specific or concise. There is some good work being undertaken by teaching assistants, but this is not always directed or considered by teachers when setting and reviewing individual needs, which inhibits pupil's achievement. Pupils are not currently involved with the setting of the targets on individual education plans and do not have a copy of the targets they are working towards. Teachers' knowledge of their less able pupils is good but this is not always used when considering the next stages of development included in the individual education plans.
15. The most effective teaching is characterised by comprehensive planning which takes all aspects of learning into account, and a delivery, which stimulates, challenges and delights learners so that everyone works to their utmost. This was illustrated by an excellent music lesson for Years 3 and 4 where the teacher's very high expectations were rewarded by the overall above average contributions from pupils of a wide range of attainment. In the vast majority of lessons, there are strengths that contribute to the positive attitudes pupils have to their learning. Teachers manage their pupils well, in a consistent and positive way. This is based on the very good relationships between staff and pupils. Teachers help pupils to behave well by creating a calm, secure and purposeful atmosphere in the majority of lessons. In the Foundation Stage in particular they use a variety of enjoyable activities so children show very good levels of interest. In general teachers throughout the school listen to and value pupils' ideas, helping them to develop their confidence in expressing them. Many good examples of this were seen during the inspection. For example, in a very good literacy lesson, boys and girls of all levels of attainment in Years 3 and 4 responded well to probing questions because the teacher made it clear by use of praise and follow-up questions that what they had to say was important to her.
16. Satisfactory use is made of homework throughout the school. There were few examples of homework set during the inspection week, suggesting that it is not as systematic as it might be. Reading at home is, however, a regular part of pupils' learning and parents initial the reading records to confirm that it is done. The vast majority of lessons are adequately focused and structured, so pupils learn and achieve satisfactorily overall.

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

17. The school provides a sound and often interesting range of learning activities to support pupils' academic and personal development. This reflects satisfactory improvement since the last inspection, which reported weaknesses in schemes of work, provision for information and communication technology and aspects of Foundation Stage planning. The school has successfully addressed these issues. There are schemes of work for all subjects and standards are in line with national expectations in information and communication technology. The Foundation Stage planning is now firmly linked to the nationally approved Areas of Learning and Early Learning Goals for young children. The variety and number of extra-curricular activities, however, have decreased and provision is now satisfactory.
18. Many members of staff are new to the school this year, and the curriculum is being built and expanded as they settle into the life of the school. Increasingly teachers look for and develop links between subject areas. An example of this is work that was done in history last term where art lessons were used to express pupils' ideas of ancient Greece and Tudor times. Opportunities were

created in some classes for pupils to develop their writing skills when they recorded their historical discoveries, and one year group made Tudor purses in design and technology. Teachers throughout the school make satisfactory use of the national strategies for teaching literacy and numeracy. The curriculum is enriched by drama and teachers use the attractive outdoor environment as an additional stimulus for learning. Provision for pupils' personal, social and health education – including sex and drugs education - is satisfactory. There are regular 'circle times' which teachers use very well to promote moral and social issues and the school council is starting to heighten pupils' awareness of citizenship, but the school has not yet formulated a programme to ensure that all aspects are covered progressively.

19. There is a very strong commitment by adults to ensuring that all pupils are included in the social life of the school. All pupils are made welcome and they are very well involved in activities, but in some lessons pupils of higher ability are not given work that is appropriately challenging and the targets set for pupils with special educational needs are not always reflected in the work they do. The school provides a satisfactory number of extra-curricular activities in the form of after-school clubs, which include football teams and football coaching which is open to pupils throughout the school. There are also music clubs, an art club and a gardening club. More activities are planned during the year. Pupils' learning is enhanced by visits in connection with class topics, and pupils in Years 5 and 6 have a residential visit every two years, which is valuable in promoting their social skills.
20. The local community's contribution to the school is satisfactory and is reflected in a number of ways. Pupils visit behind the scenes at local businesses such as the zoo, a supermarket and a high technology manufacturer, gaining useful experience as a result. Other organisations, such as the fire brigade and the police, come into school to discuss their work with pupils. A group of local enthusiasts shows pupils their World War II equipment to support their topic work on this period. There are useful links with local churches, whilst the headteacher is active on the Ward Management Committee and various local organisations make use of the school building or its grounds. Pupils' artwork is displayed in the local doctor's surgery. The school has satisfactory links with partner institutions. There are appropriate links with the local playgroup to make starting formal education as stress-free as possible, whilst at the other end of the school, procedures are in place to help Year 6 pupils transfer to secondary education.
21. One of the school's aims is 'to promote the moral, social, aesthetic and spiritual education of every child' and its provision to meet this objective is satisfactory overall, with provision for pupils' moral development being the strongest feature. Provision for students' spiritual development is sound. The school holds daily acts of collective worship, thus addressing one of the key issues at the time of the last inspection. The spiritual qualities of these assemblies are variable. Over a week there is a mix of whole school, year and class assemblies, meaning that they are taken by a wide range of individual teachers and tight timetabling means that they have to be very well done to truly provide a spiritual experience in the time available. Although there is some whole school planning of themes, this is quite 'broad brush' and does not ensure that individual teachers plan to include spiritual aspects. For example, a whole school assembly on Jesus as the light of the world rather got bogged down in examples of different types of lamp, whereas by contrast a year assembly did enable pupils to reflect on the wonder of winter. Religious education lessons do contribute to pupils' spiritual development; for example a lesson on how symbols evoke memories enabled pupils to share their own memories and understand the importance of memories for themselves and others. However, these opportunities are not routinely planned into lessons. For example, a small missed opportunity occurred in a lesson about the story of Peter casting his net on the other side of the boat, which did not emphasise the spiritual aspect of the event. Other subjects of the curriculum are used on occasion to address spiritual issues.
22. Provision for moral development is good. The staff set a very good example in the way they address each other in front of pupils, and they expect these to behave considerately. The school aims to develop honesty and fairness, and pupils are made aware of the difference between right and wrong. They are expected to show respect for each other and for the accepted code of behaviour. Pupils' awareness of the needs of the less fortunate is developed through charitable fund-raising events. Pupils' posters around the school reflect an understanding of moral themes.

Provision for the development of social skills is sound. The school provides a limited range of organised opportunities for pupils to show initiative and accept responsibility. Examples do include taking registers to the office, helping to set up the hall for assembly, and a pupil helping at lunchtime to pour drinks. The school has had a school council and plans to do so again, but it was not functioning at the time of the inspection. Effective provision occurs in those lessons structured to allow pupils to work together in pairs or small groups. This is done well across the school, encouraging pupils to work together, developing teamwork skills and helping them to learn the value of others' contributions. The raising of pupils' self esteem is also given a high priority.

23. There is satisfactory provision to help pupils develop an understanding of their own and other cultures and to help them live in a multicultural society. Both assemblies and religious education cover the importance of worship and sacred writings to different faiths; for example assemblies this term are planned to cover the life and the way of the Buddha, the childhood of Krishna, and the life of Mohammad, as well as Jewish, Hindu, Sikh and Christian themes. An 'African Arts' week produced some exciting artwork, currently displayed throughout the school. Examples include reception pictures of African musical instruments, African village scenes from Year 1 and batik work of animals from Years 5 and 6. Work in geography has enabled pupils to study life in India and St. Lucia. Pupils are experiencing a range of artistic styles, including, for example, studying the paintings of Paul Klee, Australian aboriginal art, and work on a hanging to illustrate a Hindu theme. There have been useful theatre trips; for example recently to see 'A Midsummer Night's Dream'. There are no links with schools elsewhere in the country to find out about other British cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

24. Improvement since the last inspection in the procedures for assessing attainment, monitoring and supporting pupil's academic progress has been satisfactory overall. The school's assessment policy is complete but systems associated with it are still very new. Progress books have been introduced and will provide good information to track progress in literacy but these are not yet used consistently and pupils' work is not yet matched to the correct National Curriculum level. Portfolios of evidence, which accurately reflect National Curriculum levels, are still not in place. There is still no system for recording achievement in mathematics and science from Year R to Year 6. However, the action plan for developing assessment strategies is good and when it is implemented fully will provide teachers with data to enable them to plan more productively and identify more accurately the needs of individual pupils. However, information from standardised assessment tests is being used to predict future attainment in English, mathematics and science, which represents an improvement.
25. Teachers make satisfactory use of the available data and have a good understanding of pupils' strengths and weaknesses through informal daily and systematic longer-term methods of assessment. This understanding is used inconsistently when planning lessons, which often contain insufficient challenge for higher and lower attainers. These systems include Years 3, 4 and 5 optional standardised tests as well as statutory standardised tests at Years 2 and 6. The information collected contributes to the setting of individual targets in English and mathematics and helps in the setting of booster groups. These targets are shared with both parents and pupils. The targets are reviewed termly, written and recorded and are in evidence in some classrooms and on pupil's desks. Staff, in some classes, work very closely with pupils to set and record progress towards these targets for improvement. Assessment data is also used to establish groupings when literacy and numeracy is being taught. There is insufficient use of the existing data to plan appropriately to meet the needs of all pupils in all subjects.
26. All pupils who have special educational needs have individual education plans, which are reviewed termly. The quality of targets in these plans is variable and does not provide a way of tracking progress. Some targets are repeated and those set at annual reviews are not always included on the individual education plans. Pupils often do not know their targets or get copies, and are not always involved in setting them. All statutory requirements for special educational needs pupils are fulfilled. Annual reviews are carried out and involve parents and pupils appropriately. The identification of pupils with special educational needs is appropriate and this is confirmed by

external local authority monitoring.

27. The headteacher and all members of staff make good provision for the care and welfare of their pupils. The school has good child protection arrangements, which comply with locally agreed procedures. The headteacher has received recent training and liaises as necessary with the local social services department. The staff have been well briefed on their responsibilities and necessary records are kept. Health and safety procedures are satisfactory. The school has started to carry out proper risk assessments of the school premises and the deputy headteacher and governors are active in ensuring that health and safety procedures are in place. Risk assessments are carried out before pupils go on trips. No unsafe practice was seen in lessons during the inspection. The school places a strong emphasis on healthy eating with pupils encouraged to have a healthy snack at breaktime.
28. Virtually all parents believe that the school is effective at helping children to become mature individuals. The school provides a caring and supportive environment for all its pupils and there are good procedures for monitoring and supporting their personal development. All teachers are active in the pastoral care of their pupils. They know their pupils well and successfully meet their individual needs, supporting them as necessary. Staff enable pupils to feel safe and valued and to concentrate on their learning, thus helping them to make progress. Weekly WOW assemblies are used to celebrate individual pupil's achievement. Lunchtime supervisors carry out their work effectively and ensure that pupils can enjoy pleasant lunch breaks.
29. The school has satisfactory procedures to monitor attendance and encourage pupils to come to school regularly. The school ensures that parents are aware of attendance procedures and most parents comply with the school's requirements. Attendance data is monitored using a computerised system to pick up problems as they emerge. The educational welfare officer follows up any unresolved cases. The annual governors' report to parents includes a useful section on the procedures. There are good procedures to monitor and promote pupils' behaviour. The school has thus addressed the key issue in the last inspection report, which was to improve behaviour management. The school's 'Good Behaviour in School' policy outlines the school's expectations and the system of sanctions in place. Rewards are not included in this, being rather left to individual teachers, and the result is a document that tends to emphasise the negative. In practice, the good behaviour in the school is more firmly based on the school's ethos and the strong relationships it encourages. The high turnover of pupils, some of whom arrive from other schools with behavioural problems, means that it is important that newcomers quickly understand and conform to the school's expectations. Peer group pressure is key in this respect; new pupils soon realize that other children will not support misbehaviour and as a result the newcomer usually soon knows what is expected of them. The procedures to prevent bullying and other oppressive behaviour are good, with pupils very aware that it is wrong. The school has worked hard to establish the belief in pupils that it is right to tell a teacher when bullying happens and that it will be addressed. Pupils and parents have confidence that the headteacher and all staff will try to solve problems. The emphasis on valuing people within the school community helps to make it clear that bullying or other oppressive behaviour is not acceptable. On occasion the school makes use of outside resources, such as the Devon Child Assault Prevention project. Standards of care have been maintained since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30. Only a small proportion of parents took the opportunity to express their views on the school. A mere fifteen percent of questionnaires were returned and only one parent who was not a governor or an employee attended the parents' evening. It would appear that parents did not feel particularly engaged with the inspection process in this school. Despite this, the evidence available suggests that the partnership between school and parents is satisfactory. Those parents expressing a view particularly felt that their children like school. They tend to agree that the school is well led and managed. They believe that teaching is good, and that the school has high expectations of its pupils. As a result, they believe that their children make good progress, that behaviour in the school is good, and that the school helps the children to become mature and responsible. A minority of parents do not believe that their children get the right amount of homework, nor that the

school works closely with them nor keeps them well informed about how their child is getting on, nor that the school provides an interesting range of activities outside of lessons. The positive views are largely endorsed by inspection findings. Of the concerns expressed by a significant minority, inspection findings indicate that homework is sound, although the limited feedback from parents means that there is no way of knowing whether parents want more or less. Inspection findings suggest that the school could provide better information on pupils' progress. Activities outside of lessons are sound, although the school could do more in the way of clubs in school and visits to places of interest. Parents are informed each term about the targets on individual education plans during meetings held in school. There are good links with local authority support services and these are used appropriately by the school when pupils' individual needs cannot be fully supported.

31. The overall quality of information provided by the school for parents is satisfactory, although there are weaknesses in written reports on pupils' progress. The prospectus meets requirements but does not really give prospective parents a feel for the school. The school does not have a web site. The governors' annual report has some good features, particularly an interesting section on the school residential trip to Pinkery and an eye-catching format, but much of the content is dry. It lacks information on how the school has progressed with its last post inspection action plan, a necessary inclusion. There are regular newsletters on the life of the school plus a termly class information sheet, which includes curriculum details. Parents have good opportunities to talk to the headteacher or class teachers at the ends of the day. For example, in the reception class, parents are welcomed into the room with younger children, with an opportunity to talk informally with the class teacher. There are good opportunities twice a year for parents to attend a meeting to see their child's teacher. This, to some degree, makes up for the quality of the annual written reports on pupils' progress. Space for each subject is limited. Much of this is taken up with curriculum content and too often the comments do not really tell parents how their child is getting on. Similar comments appeared for many pupils covering a wide range of attainment. The reports are too vague, do not include clear targets for improvement and are not personal enough to the individual pupil.
32. The contribution of parents to the school and to their children's learning is sound. The school does make efforts to involve them. A few parents help in school on a regular basis, providing useful support. Many parents support their children's homework. Most parents have signed a home school agreement. The school has a parent school association. This organises social and fundraising events, which fund additional resources for the benefit of pupils. The school organises good courses to help parents, including, for example, positive parenting and literacy courses last term. It would appear that active support for the school from parents may have declined since the last inspection, whilst information to parents on pupils' progress has not kept pace with improvements seen in the primary sector in recent years.

HOW WELL IS THE SCHOOL LED AND MANAGED?

33. Overall management at the school is good – mainly because of the recent improvements that have been achieved despite major problems caused by high staff and pupil mobility. However, it has yet to fully impact on the overall quality of teaching, or on recent academic standards because of the significant number of staff changes and because of the high inward mobility of pupils – particularly those with special educational needs. The headteacher provides caring and forward-looking leadership. He has a high regard for the needs of both pupils and staff, being committed to further raising standards and developing a consultative and supportive management style. He regularly visits classes to, for example, monitor the work of new teachers. He examines planning documents and regularly participates in planning meetings. He carries out extensive data analyses to support him in monitoring standards. He is well regarded by staff, governors, pupils and parents and has a high level of commitment to social inclusion. The headteacher is well supported by an effective senior management team, which comprises the deputy head and an assistant head. The senior management team meets weekly to review developmental and emergent issues and to analyse the results of monitoring exercises. It involves co-ordinators of various subjects when this is appropriate. The members of the senior management team also have relevant individual responsibilities, such as oversight of assessment, professional development, health and safety

and the school environment, and are impacting well on the school's current improvement. The recently appointed co-ordinators for English and mathematics have already made a significant impact on their areas of responsibility. The mathematics co-ordinator, for example, has observed teaching in all classes, provided verbal and written feedback for the teachers concerned and produced a global report on the strengths and weaknesses in the teaching of mathematics at the school as a whole. She provides very good leadership for the subject. The co-ordinator for English has introduced a proven scheme of work to help colleagues interpret the National Literacy Strategy and has also begun to monitor teaching to make this more consistently effective. Other subject managers examine planning, audit resources and provide advice to other staff. They also observe an occasional lesson and, as in the case of the music co-ordinator, provide demonstration lessons. Their role, however, is not as well developed yet as those of the English and mathematics co-ordinators - as the other subjects have not had such a high developmental priority.

34. The special educational needs co-ordinator is hard working and enthusiastic and provides valued leadership. She monitors and oversees individual education plans but has not yet monitored the teachers or teaching assistants who delivery the individual or small group tuition. Consequently she has limited information regarding the effectiveness of special educational needs provision. The fairly new system for writing individual education plans is being used by most teachers but the targets in these plans are not sufficiently or rigorously monitored to ensure that they match needs or that pupils are making progress. The governing body is fully involved with issues regarding special educational needs and fulfils all its statutory duties. External support is sought where appropriate when school resources cannot meet individuals' needs. All staff are very aware of pupils with special educational needs and understand the system for identifying pupils' difficulties. Teaching assistants provide a valuable and valued resource helping special educational needs pupils to achieve. There is a satisfactory level of support for special educational needs pupils but this is not always used well - resulting in a lack of specific help for individual pupils or small groups. This stems from the lack of formal links between teachers and the work of teaching assistants. Information about individual pupil success is conveyed verbally but does not appear to affect the individual education plans when they are next reviewed. Resources for pupils with special educational needs are satisfactory but the special educational needs resource area is unsatisfactory and has no identity. All co-ordinators produce relevant subject action plans – although these are not of a consistent quality. The whole school improvement plan is a good reflection of the school's current priorities for development. Its construction and the monitoring of its progress involved teachers, support staff and governors at appropriate stages. It does not, however, link costs closely enough to its targets. The school suitably has plans to develop monitoring further and has drawn up a formal strategy, which has yet to be fully implemented. Routine administration is effective.
35. The governing body is enthusiastic and supportive, and includes among its membership individuals with expertise in performance management, health and safety, education, finance and business. Its role has developed significantly in the recent past and it now keeps itself well informed through involvement in school based and local authority training. Several individual governors – including those linked with the literacy, numeracy, special educational needs and religious education co-ordinators – have observed lessons and discussed provision with the co-ordinators concerned. Some co-ordinators have also addressed meetings of the governing body on their areas of responsibility. There is an appropriate committee structure that soundly supports the role of the governing body in monitoring the various areas of school life. The governing body as a whole fulfils its statutory responsibilities appropriately. A strategy for performance management is fully in place and the one newly qualified teacher is well supported. The school does not suffer from significant recruitment difficulties or from bureaucratic constraints.
36. There are appropriate strategies in place for financial management and administration, and funds available to the school are used as intended. The recommendations of the last audit have been implemented. The finance committee of the governing body regularly monitors the progress of the school budget and reports its findings to meetings of the whole governing body. A suitable finance policy - which includes terms of delegation - is in place. The school also purchases an appropriate level of financial support from the local authority. The school has sound regard for the principles of best value. Parents, staff, governors and pupils are regularly consulted. Recent examples of this

include the use of the computer suite and of a resource area. Competitive quotations and professional advice are acquired before any major spending. Some comparison is made with other similar schools in the area using local authority data, but there is scope for this aspect to be developed further. The school is suitably staffed and resources for learning are sufficient overall. There are strengths on those available for information and communication technology. The accommodation is satisfactory overall. It is well looked after by the enthusiastic caretaker and cleaning staff. The outside environment is attractive and provides good facilities. However, there is a weakness in library provision, as this does not support the development of pupils' library skills. Facilities for the withdrawal from class of pupils with special educational needs are inadequate – although the school is currently looking at ways of improving these. The overall school environment is enhanced by a number of good quality displays which serve to stimulate the pupils and to celebrate their artistic and other achievements. All staff are enthusiastic and highly committed to further improvement. They have a good capacity to achieve this. The school's effectiveness is satisfactory and it provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes:

Ensure that pupils with higher levels of attainment and those with special educational needs are appropriately provided for in all lessons by:

- a. systematically monitoring all teaching so that areas for improvement are clearly identified;
- b. sharing the good and very good teaching that already takes place in the school;
- c. ensuring that the results of assessment are fully reflected in the work that pupils are provided with in all lessons.

Improve standards in science.

(see paragraphs 2, 10, 12, 13, 25, 33 and 57)

In addition to this key issue there are a number of less important matters that the school should consider for inclusion in the action plan. These involve improving library provision and facilities for the withdrawal of pupils with special educational needs and are found in paragraphs 36 and 52.

(The school has identified the use of assessment and science as priorities for improvement)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	29	24	3	0	0
Percentage	1.6	9.5	46	38	4.8	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		273
Number of full-time pupils known to be eligible for free school meals		42

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		14
Number of pupils on the school's special educational needs register		72

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.2

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	22	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	17	17	18
	Total	29	29	32
Percentage of pupils at NC level 2 or above	School	74 (82)	74 (77)	82 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	14
	Girls	17	15	18
	Total	29	28	32
Percentage of pupils at NC level 2 or above	School	74 (80)	72 (86)	82 (82)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	25	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	19
	Girls	19	18	18
	Total	35	36	37
Percentage of pupils at NC level 4 or above	School	78 (79)	80 (73)	82 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	18
	Girls	22	20	19
	Total	41	39	37
Percentage of pupils at NC level 4 or above	School	91 (75)	87 (88)	82 (85)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	263	3	0
White – Irish	0	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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)	12
Number of pupils per qualified teacher	23.3:1
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	311

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	625470
Total expenditure	608976
Expenditure per pupil	2231
Balance brought forward from previous year	15156
Balance carried forward to next year	31650

Recruitment of teachers

Number of teachers who left the school during the last two years	12.4
Number of teachers appointed to the school during the last two years	12.8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	256
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	5	0	0
My child is making good progress in school.	36	56	5	3	0
Behaviour in the school is good.	44	46	3	5	2
My child gets the right amount of work to do at home.	23	41	31	3	2
The teaching is good.	28	64	0	8	0
I am kept well informed about how my child is getting on.	26	54	18	2	0
I would feel comfortable about approaching the school with questions or a problem.	49	33	10	8	0
The school expects my child to work hard and achieve his or her best.	31	62	7	0	0
The school works closely with parents.	10	68	14	8	0
The school is well led and managed.	15	70	5	10	0
The school is helping my child become mature and responsible.	21	67	8	0	4
The school provides an interesting range of activities outside lessons.	18	28	23	21	10

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

37. Satisfactory improvements have been made for children in the Foundation Stage since the previous inspection, both in the curriculum provided for these children and in some of the outdoor facilities. There is now a safe, enclosed outside area and a sheltered, covered area. The quality of teaching has become satisfactory while maintaining some good features. Children are admitted to the reception class in September or January, depending on their age, and they attend part-time sessions for the first three weeks. Most children have received pre-school experiences in a variety of forms. The school makes good links with parents who have the option of home visits together with visits to school for both parents and children.
38. Children enter the reception class with varying levels of attainment, but overall they are in line with the attainment expected for children of this age. The children make sound progress in aspects of language and literacy, mathematics, knowledge and understanding of the world and creative development, so that by the end of the reception year many of them reach the expected levels and achieve the Early Learning Goals. Most children make good progress in verbal communication and reach levels above those expected for their age. Several children enter school with low levels of personal and social development. All children make good progress in this area so that very nearly everyone achieves the Early Learning Goals by the end of their time in the reception class and many children attain beyond these. The large majority of children attain most aspects of physical development but there are restrictions caused by the continuing lack of opportunity for play on large equipment and with wheeled toys, and progress in this area is not wholly satisfactory. The school has plans to improve these resources during the year.
39. The curriculum is satisfactory and firmly based on the nationally accepted Areas of Learning and Early Learning Goals for young children. The overall planning is satisfactory. However, on a weekly basis there is no reference to the 'Stepping Stones' that each group of children is to achieve, and learning objectives are not sufficiently detailed in order to identify clearly what the children are to learn from all the free-choice activities. Children have frequent opportunities to make choices, but it is uncertain whether they visit all activities regularly. The outdoor curriculum is being developed. Children are starting to be encouraged to learn both indoors and out, and this is an area for creating further opportunities for learning. Two part-time staff and two part-time teaching assistants share teaching. The teaching is satisfactory overall and some is good. A positive feature is that, although the curriculum is specifically planned in literacy and numeracy sessions, these are taught at a level which is appropriate for the children and learning is often fun. When teaching is good and well focused children enjoy the sessions and learn well. Relations between adults and children are very good. All adults manage the children very well, using praise and encouragement to build their confidence. Very good use is made of positive behaviour management, and children respond very well so that lessons proceed calmly. Teaching assistants work effectively with groups of children, including those with special educational needs. They make a good contribution to their learning and help to ensure the satisfactory progress that is made by all the children.
40. Assessment procedures over the longer term are satisfactory and show clearly children's progress through the 'Stepping Stones' towards the Early Learning Goals. The assessments made when children enter school are thorough and are used to identify different groups of children - including those with special educational needs. These tests were being carried out with new children during the inspection.

Personal, social and emotional development

41. By the end of the reception year children have made good progress and nearly all attain the Early Learning Goals in this area, while many children show maturity beyond that expected for their age. Through good teaching, children are keen to learn, concentrate well and are confident to experiment and to speak to their group. Children are encouraged to choose their own activities in

lessons. However, insufficient emphasis is placed on the children themselves recording which activities they have completed. Relationships are a particular strength of the reception class. As a result of adults' very good use of positive behaviour management, children behave well and have good understanding of what is expected of them throughout the sessions. They play constructively together and quickly learn to take turns patiently. In 'circle time' children become aware of others' feelings and learn to listen to others.

Communication, language and literacy

42. The teaching of communication, language and literacy is satisfactory. By the end of the reception year many children make sound progress and achieve the expected levels. Communication is a successful area where adults provide good opportunities for children to practise speaking and listening in group situations. Children achieve well in this aspect and many attain most aspects of the Early Learning Goals well before the end of the year. Children use the class shop to develop role play, to talk and discuss as they pretend to be part of a family. During the inspection opportunities were missed for teachers to develop this imaginative use of speech further. Children are interested in books and enjoy looking at the pictures, retelling and discussing the stories with friends. By the end of the reception year they attain at expected levels. Children take books home regularly and receive good parental support, and also share books in school with their teachers. They recognise many initial sounds and familiar words. Children practise their writing in a variety of planned activities, but informal opportunities to make lists and booklets are not given enough regular emphasis in literacy sessions. They enjoy using the tape recorder to listen to stories.

Mathematical development

43. By the end of the reception year most children reach the levels expected for children of this age and a few attain above. Satisfactory teaching ensures that children use numbers regularly and become familiar with counting to ten and beyond, and back to zero through games and rhymes. Children also practise counting by using toys and coins, and start to add two groups together and record the total. Incidental activities such as counting the number of children in class encourage children to start predicting. For example a teacher said, 'We have 17 in class today', and a child volunteered, 'And the next number is 18'.

Knowledge and understanding of the world

44. Children make sound progress so that by the end of the reception year most have attained the required levels. They observe the weather and record what they see, discuss how they have grown since they were babies and become increasingly aware of changes around them. Older children are knowledgeable about people who help in school and the neighbourhood. Teaching is satisfactory and teachers use questions carefully to help children think and reason. However, the choice of activities provided is mundane, and opportunities were missed during the inspection to enthuse children and encourage them to try out their own ideas or the tools they may need. Children are confident and use the computer and tape recorder effectively to support their learning. During the year children learn about Christmas as part of their own culture and are introduced to other cultures through stories.

Physical development

45. Satisfactory teaching ensures that overall children make sound progress in their physical development and by the end of the reception year most children attain many aspects of the Early Learning Goals. Children moved confidently during lessons in the hall, and they used their hands and feet effectively in a teddy's dance. They have regular access to the outside area where they run, use large bricks and explore, but the limited equipment restricts their opportunities to climb and to control wheeled toys. Children are taught how to use tools such as brushes and scissors, and they have opportunities to use them on a regular basis.

Creative development

46. The children make satisfactory progress so that by the end of the year they attain the expected level in creative development. Children explore the effect of paint, pastels and crayons. They think about toys and teddies and move appropriately in dance; they construct buildings and roads and use a variety of materials to create collages. Teaching is always satisfactory and it is good in group situations where talking and demonstrations help children to extend their learning well. Due to timetable constraints, no music was observed.

ENGLISH

47. Standards have fallen since the last inspection from average to below average by the end of Year 2 and Year 6. Current standards in Year 6 reflect the 2002 National Curriculum assessments, but those in Year 2 are better. In 2002 standards in the Year 2 assessments were well below average in reading and writing when compared with all schools and also with schools in similar contexts. Following major staff changes, since September the school has begun a concerted programme to address shortcomings under a newly appointed but experienced co-ordinator. In speaking and listening throughout the school, pupils reach average standards, but their reading still reveals a general lack of confidence and fluency so is below average. Spelling and handwriting remain areas of major concern, keeping writing below average, but have shown great improvement over the last term. In consequence pupils' achievement on balance is satisfactory, especially since all classes include a higher than average proportion of pupils with special educational needs. Additionally, many pupils leave the school before the end of Year 2 and Year 6, and many pupils who later join the school are relatively low attainers who do not score highly in the national tests. This consequently reduces the proportion of pupils reaching the higher National Curriculum levels and brings down results overall. School records show that those pupils who stay at the school for their entire primary education make average gains in knowledge, skills and understanding. The currently improving standards are the result of a clearly structured curriculum through which the National Literacy Strategy is satisfactorily adapted to meet the pupils' needs, whereas at the time of the last inspection there were shortcomings in planning. Both boys and girls contribute to lessons to much the same extent, and all regularly behave well, displaying good attitudes towards their work. A programme of monitoring has helped to ensure that teaching is now satisfactory overall, with examples of very good lessons, when formerly some lessons were unsatisfactory. These improvements have a positive impact on pupils' learning.
48. Standards in speaking and listening are average by Year 2 and by Year 6. Throughout the school pupils listen attentively to their teachers and to each other because teachers manage lessons well and insist on a high standard of listening. In Year 2, pupils understand and respond to a variety of everyday classroom and other familiar instructions, statements and questions. They generally respond clearly, using largely Standard English. Most pupils use a reasonable vocabulary and frequently speak in properly constructed sentences because teachers explain the necessary grammar. In Year 1, pupils are already aware of the differences in tone appropriate to different circumstances. By Year 6, pupils listen attentively to questions so that their replies are thoughtful and relevant. They speak with reasonable confidence. Lower attainers, including those with special educational needs, are not confident but when drawn out show that they are starting to develop their ideas. Higher attainers use a good range of language in descriptions, showing variation in expression that engages the listener well. There is an increase in the breadth of pupils' vocabulary as they move through the school. This is partly a result of targeted vocabulary being consciously planned by teachers, an aspect of lessons in all subjects. All teachers regularly use good strategies for promoting speaking and listening, frequently employing good questioning to involve everyone and promote discussion.
49. Pupils' standards in reading are below average by Year 2 and Year 6. Pupils are taught an appropriate variety of reading skills such as letter sounds and using pictures and context to help make sense of words, but not many pupils read with sustained confidence, fluency and accuracy by the end of Year 2. The relatively few higher attainers are a little hesitant at times, but demonstrate some fluency and usually include appropriate expression. They offer opinions about what they read and mostly give some reason for their views. Average attainers read simple texts largely without expression and tend to hesitate a little more than is natural, although without greatly impeding understanding. When questioned they give an opinion about the main character

in a story. Lower attainers pause frequently and need help with the simplest texts. When asked to identify a favourite part of a story, one such pupil simply pointed to a page but offered no opinion. Only the higher attainers have much idea about locating information in a library, and this is not entirely secure because they need prompts in order to find a book. In Year 6 pupils' reading still includes more hesitation than is normal, indicating an overall lack of assurance. Average attainers usually correct pronunciation errors themselves but lower attainers need help with words such as 'efficient'. Higher attainers pronounce 'Caribbean' well, yet some still confuse 'there' and 'they'. In general pupils understand the main points of what they read but the identification of themes or the use of deduction are not well developed. Few pupils express confidence in using a library, but they have used the Internet effectively to locate information for a history task. Parents regularly hear their children read at home, initialing such homework activities but making few comments to show how useful these have been.

50. Standards in writing are below average by Year 2 and Year 6 but there has been much improvement over the last term thanks to a major focus on spelling and handwriting. For example, an average attainer in Year 2 who once wrote 'rite plase' and 'furde' for 'right place' and 'third' now produces more accurately: 'A dog is an animal with 4 legs', although still includes 'frenle' for 'friendly' in the description. In general, however, spellings are frequently inaccurate by Year 2, which means that the reasonable vocabulary used in speaking is not effectively reused in writing. Average attainers produce short sequences of sentences, higher attainers write longer ones, but whilst lower attainers can put given sentences in order, they create few. Average and higher attainers are now usually successful in their use of full stops, but lower attainers rarely punctuate correctly - if at all. Handwriting for average and higher attainers is reasonably shaped, but even for the highest attainers not consistently joined. Opportunities to write for a variety of different purposes throughout the school are satisfactory. By Year 6 higher attainers vary forms to suit the reader's purpose and link sentences well but do not often structure them into paragraphs. Spellings are insecure, such as 'stength' and 'periced' for 'strength' and 'pierced' in descriptions of characters, and there are grammar slips too, such as 'we was...'. Redrafted work by average attainers shows limited complexity but good examples of words used for effect such as 'a small, scrawny boy with sleek ginger hair'. Spellings, however, are inaccurate without adult intervention and there are mistakes in basic punctuation. The work of lower attainers reflects their spoken language in short sentences but also phonetic spellings. Pupils' handwriting is sometimes joined and sometimes not but this inconsistency does not reflect ability.
51. The quality of teaching and learning in English is satisfactory overall and has improved since the last inspection. There are examples of very good teaching. The management of pupils is consistently good, enabling lessons to run smoothly and pupils to learn without interruption. A strength of the school's approach lies in the very good relationships between pupils and teachers. These are well demonstrated by effective questioning which draws everyone in, and by the value teachers place on all pupils' contributions to discussions. In consequence pupils' speaking and listening skills reach average standards and are now well placed to support the future development of their reading and writing. Teachers plan carefully, and usually identify clearly what the learning for each lesson will be and how it builds on previous work so pupils see how their learning fits together. Whilst teachers ask a good range of questions, often directed at particular pupils to match their attainment or to hold their attention they do not always match the main lesson tasks sufficiently well to ability to ensure that higher attainers are regularly extended to the full. A satisfactory range of teaching methods is used, which helps to involve all pupils in their learning. Examples include discussion, asking questions and "brainstorming". The recent focus on spelling and handwriting has led to improvements but more remains to be done to bring standards to where they ought to be. Learning support assistants generally work satisfactorily alongside teachers so pupils, especially those with special needs, have the benefit of more individual attention to further their learning. At times, however, insufficient attention is given to pupils' individual education plans so that they do not make the gains that they should. Marking is usually regular and constructive but is inconsistent in the use of personal targets to show pupils what they must do to improve. Assessment does not always make sufficient use of National Curriculum levels to give them a clear idea of how well they are doing compared with national norms. In most subjects throughout the curriculum teachers support the development of pupils' literacy skills particularly through targeted vocabulary and opportunities to write at length. These benefits are sometimes

compromised by insufficient attention to spellings. Whilst work in literacy books was carefully corrected, in religious education, for example, errors were allowed to remain so pupils' accuracy did not develop to the extent that it should have done. Pupils of all abilities, especially those with special educational needs, benefit from information and communication technology software to improve their use of language through regular 'booster' classes. Word-processing is regularly used to support writing, especially through drafting.

52. The leadership of the subject is good. Since her appointment in September the co-ordinator has introduced a proven scheme of work to help colleagues interpret the National Literacy Strategy appropriately and has begun monitoring of teaching and learning to help make this more consistently effective. The school has already begun to implement appropriate strategies to address writing. These improvements will take time to reveal their full effect on standards but pupils' work is already showing improvement as a result. Good assessment procedures have been introduced, to enable the school to track each pupil's progress carefully through the school. Resources are satisfactory and include recently purchased and relevant readers and reference books. The school library is, however, small both in terms of space and content and gives little support to the development of pupils' research skills.

MATHEMATICS

53. There are a number of reasons for the well below average assessment results in Year 2 in 2002 (results were above average in the previous two years). One is that over 38 per cent of the pupils were on the register of special educational needs. Another is related to staffing turnover. Ten of the pupils joined the school after the normal admission time – and five of these had special educational needs. Four pupils had very little schooling before Year 2. Although the average points scores for the assessments at the end of Year 6 in the same year were below average, the percentage of pupils who reached the expected Level 4 was above the national average. The reason for the depressed average points score was related to a below average number of pupils gaining the higher Level 5. A significant proportion of this group also had special educational needs, with two of the pupils having Statements of Special Educational Need. A high percentage entered the school after Year 2 and of these about 50 per cent had special educational needs. This group was also adversely affected by staffing turnover. The school has analysed the results carefully and introduced a number of strategies for raising standards – especially those gained by higher attaining pupils. Grouping by ability in mathematics at the top end of the school was introduced. Local authority support was obtained, teaching monitored and all pupils given regular experience of a structured computer mathematics program. All pupils have a specific focus on investigative mathematics every Friday. As a result, standards are currently average at the end of both Year 2 and Year 6 and pupils including those with special educational needs – are achieving satisfactorily. This finding is the same as that of the last inspection.
54. Most Year 1 pupils can subtract successfully within 10 – although some lower attaining pupils do still get confused between addition and subtraction. The majority understand the concept of larger and smaller within the context of two digit numbers and appreciate the difference between tens and units. Some, however, are still confused about the difference between even and odd numbers. Higher attaining pupils can double two digit numbers and are beginning to understand the relationship between halving and doubling. They measure pieces of material in centimetres with reasonable accuracy and place numbers into sets with intersections. The pupils use computer programs effectively to identify sequences of shapes and are beginning to understand simple reflective symmetry. Year 2 pupils can formulate appropriate methods for carrying out mental addition – although not all are able to explain the rationale for these. Although most accurately add three and four single digit numbers, a significant minority do not use their knowledge of number bonds when carrying this out. They identify and label 3-dimensional shapes. Most understand the concepts of halves and quarters in practical situations. Average attaining pupils in Years 3 and 4 demonstrate a sound understanding of place value when carrying out mental calculations. Higher attaining Year 4 pupils accurately estimate and measure perimeters. They use 2-figure co-ordinates, find fractions of numbers and construct problems involving the four rules, employing different methods of adding, subtracting, multiplying and dividing. By Year 6, higher attaining pupils carry out some complex operations involving decimals, successfully using calculators to check

their answers. Most solve problems involving the four operations fluently, using brackets, squares and square roots where appropriate to support their calculations. They order and reduce fractions to their lowest terms. They find the equivalence of fractions, understand the language of probability and interpret data. They calculate the perimeter and area of complex shapes and use negative numbers in a practical context – such as problems involving temperature. Average attaining pupils confidently subtract multiples of 10s from three-digit numbers. They are able to insert missing numbers in sequences and explain their reasons. Lower attaining pupils in Year 6 – including a high proportion with special educational needs - understand the concept of 'inverse'. Most can double up to 32 from 1 and have made a sound beginning to learning their multiplication tables. They know the properties of simple 2 and 3-dimensional shapes.

55. Pupils' attitudes to mathematics range from unsatisfactory to very good – but are good overall. They are generally very attentive during whole class sessions and participate well in discussions. Most settle quickly to group and individual tasks, focusing well on these. There are good levels of co-operation. In a successful Year 6 problem-solving lesson, higher attaining pupils were highly motivated, co-operated closely with one another and concentrated very well indeed on their work. Conversely, in an unsatisfactory lesson, younger pupils were largely not on task – mainly because the work set was not well matched to their capabilities. However, behaviour in mathematics lessons is largely good. Teaching ranges from unsatisfactory to good but is satisfactory overall. Strengths of the teaching at the school include good management of pupils, which impacts well on attitudes, behaviour and relationships. Learning objectives are often shared with the pupils – so that they are clear about what they are expected to learn. Lessons are mostly well structured and include a good range of relevant and motivating activities. In some lessons, however, there is a poor match of tasks to pupils' levels of attainment and not enough challenge for higher attaining pupils. As a result, these pupils do not achieve as well as they otherwise would.
56. Planning for mathematics is appropriately based on the National Numeracy Strategy and there are procedures in place for assessing and monitoring pupils' progress. The latter, however, do not currently enable the school to track individual pupils' progress as they proceed through the school. Rectifying this weakness is a key target on the school's plan for further improving the subject. Numeracy is supported appropriately across the curriculum and itself contributes to other subjects. Examples include science lessons where pupils draw graphs to represent gradations between night and day and use tally charts to represent other findings. There is also some use of co-ordinates in geography. In a Years 3 and 4 dance class, the pupils counted the beats. The recently appointed co-ordinator has already had a significant impact on both standards and provision. She is very perceptive and thorough. She has observed all teachers, producing a global report as well as individual feedbacks on performance. She has audited resources, revised the subject policy, analysed statutory assessment results (sharing her results with colleagues) and met with non-teaching staff to discuss their role. She has produced a subject action plan, which is a clear statement of the subject's current needs. Mathematics in the school is a subject that is very well managed and that is well placed for yet further improvements in the future.

SCIENCE

57. The findings of the inspection are that standards are currently average by the end of Year 2 and below average by the end of Year 6. Children enter the school with average standards in knowledge and understanding. They leave with below average standards in science. Achievement by Year 2 is satisfactory but is unsatisfactory by Year 6. The number of pupils who reached the national expectation, Level 4, in the 2002 statutory tests was below average. However, the numbers of pupils reaching the higher Level 5 was well below the national average. The trend in results over the past four years has shown that standards in science have remained consistently below the national average. Lesson observations, scrutiny of work and discussion with pupils in the current Year 6 confirm that standards in science still remain below average.
58. Pupils in Year 1 learn about some physical changes associated with growing up - both in humans and plants - and investigate the properties of materials. By the end of Year 2 they have a good understanding of the effects of the environment on plants and animals. They undertake investigations associated with electrical circuits and the variability of eye colour. They can record

their findings in a variety of ways including block graphs. They are also beginning to understand the meaning of 'fair testing' in an investigation. By Year 6, most pupils can describe and name the main parts of a plant and carry out investigations connected with the major organs and the working of the human body. For example, they are aware of the location of the heart and lungs - but few can give the location of their kidneys or explain the effects of exercise. Some pupils are clear about the necessity for fair testing in their investigation. Few pupils know the main functions of leaves or list the major characteristics of a living organism. Presentation and the quantity of work in pupil's books is generally poor.

59. The quality of teaching is unsatisfactory and has contributed to the current under achievement of older pupils. This quality of teaching is now worse than it was described in the last inspection report. However, recent staff changes have begun to improve teaching across all age groups, but this has yet to impact on standards. During the inspection, teaching in lessons was mainly satisfactory - but scrutiny of work and discussion with pupils indicated that over time teaching has not been able to maintain satisfactory achievement. In the better lessons planning ensures a good focus. Objectives are always made clear to the pupils at the beginning of a lesson, so that they know exactly what they are hoping to achieve and know when they have been successful. Discussions are open-ended and challenging, and a good range of different kinds of activities within a lesson maintains pupils' interest. Discipline is positive but firm and has very effective outcomes in terms of pupils' behaviour, attitudes and relationships. Pupils' enjoy science and their attitudes in lessons can be good - which represents an improvement from the last inspection. From the earliest years pupils are very interested in the topics they study and are often excited by the tasks they are presented with. They are keen to share their ideas with the rest of their class and most are prepared to listen carefully to the views of others. Pupils particularly enjoy practical, investigative activities. This was seen in a Year 2 class where pupils were finding out the differences between man made and natural materials. The teacher started by discussing the characteristics of natural and man made materials then by skilful questioning led the pupils into discussing the properties of a wide range of resources. They then classified each item discussing the properties of individual items which resulted in an enthusiastic response to the appropriate practical activity that followed.
60. Generally however teachers' do not plan well and do not match what pupils know to what they need to learn. Investigations and tasks are often aimed at whole classes with no variation in approach or appropriate challenge for higher attainers. Lower attaining pupils sometimes receive additional teacher support to enable them to complete the same task, but where this is unavailable they struggle with the reading and writing elements of recording. Teachers' subject knowledge is not always secure, leading to poorly chosen resources, inappropriate tasks or the sharing with pupils of inaccurate or misleading information. In some lessons the teacher plays too dominant a role and this detracts from pupils' capacity to exercise control over their own learning and slows down the progress they make in developing investigative skills. There is a conscious effort by some teachers to link scientific knowledge to appropriate vocabulary, but there is an inconsistency across year groups, which has resulted in Year 6 pupils having confusion over some scientific terms, for example predicting and estimating. Lesson objectives are normally shared with pupils, but in some lessons teachers do not sum up what has been covered or help pupils to understand and clarify what they have achieved.
61. Schemes of work are in line with recent national initiatives and the school's overall provision for the subject is satisfactory. Teachers plan together in year groups from national schemes of work. Most teachers have modified this planning to match the needs of their classes, but this freedom has resulted in pupils across similar year groups receiving different experiences. Assessment is currently unsatisfactory and does not provide information to inform planning. This represents a similar situation from the previous inspection. There is no tracking of progress across the school or in year groups. Although booster groups have been established, there has been no recent analysis of standardised testing to focus these lessons. The current co-ordinator has very clear ideas about how to improve the provision and raise standards. He is currently monitoring planning and plans to observe teaching will be implemented soon. The action plan for science is appropriate and should be implemented as soon as possible. Management of the subject is sound overall. There has been no recent audit to match resources to curriculum needs. The school recognises this difficulty and

has plans to rectify the situation soon. Very limited use is made of information and communication technology to support learning in science - especially in developing research skills and the recording of investigations.

ART AND DESIGN

62. Standards in art and design are at the expected levels at the end of both Year 2 and Year 6. There are some examples of good quality work at all stages of education in the school and pupils' overall achievement is satisfactory. This finding is broadly similar to that of the last inspection. Year 1 pupils explore the potential of paper as a medium, but most of their products are stereotypical. They also construct satisfactory and suitably decorated dishes out of clay, and foil figures representing 'robot wars'. Year 2 pupils create sound observational drawings of Victorian artefacts. In Years 3 and 4, the pupils examine the works of Paul Klee and that of Aboriginal artists. They are able to explore the texture, medium and impact of these. The majority of the pupils, however, find it more difficult to confidently discuss the technical similarities and differences between the different pictures they are studying. Nevertheless, during a walk around the school most sketch effective symbolic shapes and groups of lines to represent patterns and images that they have observed. Pupils in these year groups also construct models of Tudor houses as part of their history topic. Years 5 and 6 pupils experiment with different ideas and techniques prior to the construction of group textile panels featuring a well-known Hindu tradition. Most select appropriate materials to represent different images on their panels and can explain their choices. Although the preparatory sketches are overall broadly at the expected standard, there is a wide range of quality between the products of different pupils, some being refined and well proportioned, while others are stereotypical and immature.
63. Much of the work seen on display in classrooms and around the school during the inspection emerged from a recent 'African Arts week', which involved all the pupils and was contributed to by outside artists. This is largely of very good quality. It includes fine ink drawings of hunting scenes, weaving, printing, batik and three-dimensional masks. There is also some use made of information and communication technology. Years 1 and 2 pupils, for example, use the 'colour magic' program to draw snakes, while older pupils utilise another program to create images of a carpet in squares and rectangles stimulated by an African style. There was little evidence during the inspection of three-dimensional work. Photographic evidence indicates that this has taken place in the past, but it is a strand of the subject that needs to be developed further.
64. Pupils' attitudes to art and design vary from satisfactory to very good, but are good overall. Most enjoy the tasks that they are provided with and apply themselves to these well. In some lessons they are quite enthusiastic about their work. Most co-operate well with one another when working in groups and successfully share resources and materials. In an occasional lesson, some pupils find it difficult to concentrate for any substantial period of time and are noisy. Behaviour generally, however, is good. Teaching also ranges from satisfactory to good, and is good overall. Explanations are clear and regularly focused on lesson objectives – so that the pupils are fully aware of what is expected of them. Well-structured and varied methods enhance pupils' learning and keep most interested. Occasionally, however, some are not challenged enough by the tasks that are set for them and they become bored. In the best lessons seen during the inspection, the teachers' own enthusiasm was reflected well on pupils' attitudes.
65. Planning is appropriately based on national guidelines, but the school's own policy for art and design is out of date. The co-ordinator has a clear view of where the subject needs to be developed next, but has had limited opportunities to observe teaching yet. Overall management in the subject is sound. There are no sinks in one of the outside 'mobile' classrooms, but this had no obvious impact on standards noted during the period of the inspection.

DESIGN AND TECHNOLOGY

66. No lessons were seen during the inspection. Judgements are based on scrutiny of planning, a very small amount of pupils' work, displays and discussion with the co-ordinator. These indicate that the majority of pupils attain in line with national expectations at the end of Year 2 but fail to do so

at the end of Year 6. Achievement is unsatisfactory across Years 3 to 6. This represents unsatisfactory progress since the last inspection.

67. Pupils in Years 1 and 2 show good attention to detail, accurately representing kites in drawings and investigating hinges and their suitability and uses. They learn the skills of cutting, sticking and joining and use their measuring skills effectively to make houses in cardboard and musical instruments linked to the 'African Arts' project. They use different materials in learning how to weave. By Year 4, pupils design and make purses and produce simple evaluations. They develop an understanding of buildings by producing cardboard replicas of Tudor houses. They have also contributed to the Africa theme by making musical shakers and raffia dolls. Year 6 pupils combine all the elements of design and technology to produce drums from pre selected 'junk' material. They list their requirements and produce lists of instructions on how to make items. They have also had the opportunity to make coil pots. During their residential trip they were required to construct a shelter that had to be waterproof from provided materials. There was no evidence during the inspection to show that pupils carry out testing to see which materials are best suited to the item, on using mechanisms to enable their models to move or the appropriate combining of skills in connection with food technology or electrical circuits. In discussion with Year 6 pupils they describe with some pleasure the making of batik, windchimes and masks. They can describe making simple evaluations of their articles and have compared different materials to see which will best suit the item to be made. No one could remember using information and communication technology connected to technology lessons.
68. The school is currently implementing a 2-year rolling programme of study linked to the National Curriculum schemes of work for design and technology and this ensures satisfactory coverage over time. There is no assessment in the subject and skill development is not tracked. This shows unsatisfactory progress from the situation stated in the previous inspection report. The co-ordinator has not had the opportunity to monitor delivery of the curriculum. However, he has a clear view of the subject's strengths and areas for future development. The use of information and communication technology is unsatisfactory and is not included in any planning seen or within the technology policy. Residential trips for older pupils contribute well to the consolidation of knowledge and understanding of design and technology.

GEOGRAPHY

69. Only three geography lessons were seen during the inspection and, therefore, no judgements are made about the quality of teaching in the subject. Analysis of a very small amount of previous work, inspection of planning documents and discussions with staff and pupils indicates that a full geography curriculum is provided and that standards are broadly as expected at the end of Year 2 but below at Year 6. Achievement is unsatisfactory across Years 3 to 6. This shows a decline in standards since the last inspection when they were described as good at Year 6.
70. Young pupils can draw their route to school in simple map form. By Year 2, pupils are able to make a simple map of the local area and describe key human and physical features. Years 3 and 4 pupils make contact with St Lucia using the Internet to discover what daily life is like. By Year 6 they study India in depth, making comparisons with environmental and living conditions in this country. They empathise with the problems in living in a country with very different but many similarities in settlements. They are beginning to understand how to use grid references and recognise symbols on an ordnance survey map, using this in practical activities; for example carrying out orienteering during a residential trip to Exmoor. They have an understanding of different world climates. They locate and label continents, oceans and countries on a map of the world. In discussion with pupils most know that London is the capital city and that the river is called Thames. Only a few could give the differences between a village and a city, describe why settlements might have been built at specific locations or say how a river is marked on a map. Almost no pupil knew the correct name for the lines on a map showing height. However, pupils did state that they enjoyed the subject.
71. The school is currently implementing a 2-year rolling programme of study linked to the National Curriculum schemes of work for geography and this ensures satisfactory coverage over time. There

is no assessment in geography and skill development is not tracked. This shows unsatisfactory progress from the situation stated in the previous inspection report. The co-ordinator has not had the opportunity to monitor delivery of the curriculum. However, she has a clear view of the subject's strengths and areas for future development. The use of information and communication technology is insufficient. Residential trips for older pupils contribute well to the consolidation of knowledge and understanding of geography.

HISTORY

72. The school has successfully maintained the satisfactory standards observed during the last inspection. Standards in history are in line with national expectations at the end of Year 2 and Year 6. Pupils – including those with special educational needs, achieve satisfactorily as they move through the school, building on their knowledge and skills as they mature. It was only possible to observe one history lesson during the inspection but a good range of evidence was gathered which included the scrutiny of pupils' work, discussions and a review of displays.
73. By the end of Year 2, pupils have a good understanding of differences between life in Victorian times and today. They compare nursing in the time of Florence Nightingale with the work of a modern children's nurse, and start to understand why there are differences. For example, a pupil realised that Florence could not have had a pencil torch because there were no batteries then. Pupils begin to understand that life in the past was very different from today, and most of them are pleased to live now! With the aid of a time-line pupils begin to comprehend the idea of chronology and they enjoy using dates. They use their literacy skills to write lists and simple sentences, but there is scope to use history to develop their literacy skills further. By the end of Year 6, pupils have acquired a good body of knowledge, both about historical events and people in Britain and in Europe, and have developed their historical skills satisfactorily. Pupils in Year 6 compare similarities and differences between Athens and Sparta, and between the ancient Olympic games and the modern version. They use their literacy skills to write short accounts about the ancient Greeks from research they have done on the Internet and from reference books, and some work is of good quality.
74. In other classes across the school pupils develop their literacy skills through history with varying success. There is little evidence of different tasks for pupils of differing abilities, but in the mixed-age classes the older pupils generally write at a higher level. Pupils use time-lines to practise their understanding of large numbers in the form of dates. There is some use of information and communication technology to support learning in history; for example researching into aspects of Tudor and Victorian life.
75. The quality of the samples of work indicates that teaching across the school is at least satisfactory. The quality of teaching in the one lesson observed was very good. The teacher had planned extremely thoroughly so that the lesson proceeded at a brisk pace and the pupils were engrossed from the start. The excellent use of people dressed as Florence Nightingale and a modern nurse gave pupils opportunities to compare what they said about their work and resulted in very good new learning by all the pupils including those with special educational needs. Very high expectations of good behaviour enabled pupils to concentrate throughout and to listen to each other as well as to adults. There is a sound curriculum in place. Topics are covered in depth. The co-ordinator is new to the subject and wishes to develop the role and the subject further. There are few opportunities at present for the co-ordinator to form an accurate picture of standards because there is no monitoring of teaching and learning. Management overall, however, is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

76. Standards are broadly average by Year 2, and pupils' achievement is satisfactory. This represents a similar picture to the last inspection. By Year 6 standards are average thanks to improvements made in the subject whereas formerly they were below average. Pupils' achievement is now satisfactory. The school has made great strides in addressing the issues identified in the last inspection report through its well thought out action planning. It now meets statutory requirements. It has purchased new hardware and software, teachers have undertaken training, and assessment

procedures have been reviewed. These steps have already contributed to raising standards, and development continues.

77. By Year 2, pupils use the mouse well to log on and to select from an on-screen menu. They word-process text efficiently, showing competent use of the keyboard. They use their knowledge appropriately to support studies in other subjects and also to help develop their general literacy skills. For example, in history they have compared and contrasted aspects of Victorian kitchens with their modern counterparts. Having first entered information into a database they subsequently interrogated this to collate their findings, then produced a summary in text. They know how to save and print out their work. Pupils identify a wide range of everyday devices such as televisions and washing machines that respond to commands and signals, listing them in their books. The limited notes they make suggest that pupils of all levels of attainment, including those with special needs, undertake much the same tasks with much the same result. There was no evidence of pupils experiencing control off screen, but on screen work is satisfactory and has helped support tasks in art and design. Through appropriate software they alter sizes and colours, repeating and rotating patterns inspired by African prints. There was no evidence to suggest the use of sound.
78. By Year 6 evidence from a range of Microsoft PowerPoint presentations shows that pupils have used sound and imagery to enhance text, but it was not possible to identify the work of pupils of different abilities. Higher attainers have begun to use equipment with sensors to monitor physical data, but this is not yet widespread because the equipment has only been acquired relatively recently. Discussions with a small group of pupils indicate that they have done little to compare and contrast the use of information and communication technology with alternative methods, and there is no evidence to suggest that they have used it to make predictions. Pupils have modelled abstract art in the style of Paul Klee, but have only used skills at broadly the same level as those of the younger pupils when creating prints. The vast majority of pupils successfully locates and downloads information from the Internet, for example to help research work in history about the Tudors, and uses E-mail without difficulty; for example to develop contacts with St. Lucia to support work in geography.
79. The quality of teaching is satisfactory overall, and results in sound learning. This is because work is suitable for the ages of the pupils, but there is little to indicate that tasks are precisely matched to their levels of attainment. The assessment system follows the expected outcomes of a nationally recognised scheme of work. The school recognises its limitations and is moving towards a more precise tracking of the development of pupils' skills, but this is not yet fully in place. There is a reasonable balance between the teaching of skills and their application in different subjects, but because there will not be computers in classrooms until the implementation of the next phase of the development plan such application is not yet fully developed. Pupils of all ages are well managed and generally they work at a good pace. Pupils with special educational needs receive good support from teachers and assistants to play a full part in lessons. Specialist software for literacy and numeracy helps boost the skills of pupils of various levels of attainment. Boys and girls have good attitudes towards the subject. They are eager to learn new skills. Pupils generally work in pairs, where the older and more experienced frequently help the younger, especially in mixed age classes. This helps develop social skills as well as supporting good behaviour. Teachers ensure that pupils take turns to use the equipment, but pupils do not need close supervision to share and work together successfully.
80. Since the last inspection the school has increased significantly both the quantity and quality of resources available. The ratio of pupils to computers is a little higher than average. The equipment is, however, deployed effectively in a networked suite giving pupils good access because they never work more than two to a PC. The next phase of development is shortly to be implemented, which includes the provision of computers in classrooms. This will reduce the ratio to better than average. The good provision of a raised interactive screen means that pupils can readily follow explanations and examples. Many staff who received basic training through New Opportunities Funding after the last inspection have now left the school. Most of the recently appointed teachers already have satisfactory information and communication technology skills, and several have good levels of competence. There is however no systematic monitoring of teaching to ensure that the quality of teaching and learning is uniformly high throughout the school. The service of a highly

skilled technician who regularly leads some aspects of lessons has been of great benefit to the development of skills both for teachers and pupils.

MUSIC

81. Standards in music are at the expected level at the end of Year 2, but below this at the end of Year 6, a decline on the findings of the last inspection. Overall achievement is unsatisfactory. However, the high quality of much of the teaching seen during the inspection, and the above expectation performance of pupils in some lessons in Years 3 and 4 indicate that overall standards in the subject are currently improving and are likely to continue to do so in the future.
82. Years 1 and 2 pupils explore loud and quiet sounds and look at symbols that could represent these. They are able to identify a range of sounds, understanding that some sources – such as cats – can produce loud and quiet sounds at different times. A number are able to create symbols to represent different types of sounds and their dynamic qualities. A minority of the pupils, however, find it difficult to distinguish between quiet and loud sounds when a range of these is played to them. Some Years 3 and 4 pupils explore different levels of pitch and use symbols to represent these. They compose their own tunes – in some cases using standard notation – and perform them on recorders. They also sing songs with contrasting tempo clearly and tunefully. The majority of Years 5 and 6 pupils can describe some of the different elements of music – although only a few are clear about the relatively more complex ones such as ‘structure’. Most know various conventional symbols relating to dynamics and can create their own ones, which they successfully employ to create and perform their own simple compositions. The level of their work, however, is frequently below that expected for pupils of this age. Singing throughout the school is broadly at the expected level. Years 1 and 2 pupils in a ‘singing assembly’, for example, sang sweetly – with a sound control of rhythm and dynamics – and learned a new song quickly, largely because they wanted to succeed and to please the teacher.
83. Pupils’ attitudes in music lessons are always at least good and are sometimes excellent. They thoroughly enjoy the subject – particularly the practical elements. They co-operate well with one another in pairs and groups, focusing well on the tasks that have been set for them – even when not being directly supervised. Most listen carefully to each other’s performances. When they perform well they exhibit obvious pleasure. In the lessons seen during the inspection, behaviour was consistently good. The quality of teaching ranges from satisfactory to excellent, but is good overall. The key component of relatively less successful lessons is the teacher’s lack of a secure understanding of the subject. In most lessons, pupils are well managed. This impacts successfully on their attitudes, behaviour and relationships. Methods are regularly varied, relevant and interesting for the pupils. Activities are generally challenging and matched well to the pupils’ current level of musical development. In the best lessons seen during the inspection, expectations were very high. Tasks were matched carefully to the attainment of different pupils in the class and became increasingly difficult as the lesson progressed. Pupils with special educational needs were very well included and their contributions highly valued.
84. There is a recent policy for music and a new commercial scheme of work has been introduced. Pupils are given opportunities to listen to and appraise the work of major composers – including those from non European cultures – but there are missed opportunities to develop this aspect of the provision further, particularly in some assemblies where music is played but not discussed. There is also limited use of information and communication technology to support the subject. The school is in the process of developing an assessment strategy, but this has not been implemented yet. The recently appointed co-ordinator has already had a positive impact on standards. She has produced a relevant music handbook for teachers, successfully utilises release time from class to support others and influences her colleagues through the quality of her own teaching. Overall management of music is good, and as a result the subject has good potential for improvement in the future.

PHYSICAL EDUCATION

85. Standards were judged as satisfactory across the school at the time of the previous inspection

and they remain so overall. Pupils have swimming lessons during their two years in Years 3 and 4, and the majority of pupils attain the national average target. Achievement is satisfactory.

86. The focus activity for this term is dance. Pupils in Year 2 attain standards that are in line with national expectations. In a lesson seen during the inspection, they demonstrated very good control of their bodies as they held balanced shapes and moved in short sequences. When they watched demonstrations they observed closely but did not give suggestions for improvement. There was good understanding that their hearts beat faster during and after exercise, and some pupils know that this makes their blood flow faster. Pupils with special educational needs were totally involved in the activities and their performance was at similar levels to the rest of the class. Pupils in Years 3 and 4 developed their skills well as, with a partner, they practised and improved dance sequences that depicted robotic movements. They refined their observation skills as they defined why demonstration movements were of high quality, and showed good ability to learn from others' work. One pupil gave team points to a pair, one of whom has special educational needs, because that pupil had tried so hard. Everyone was equally and deeply involved in the session. Pupils in Years 5 and 6 practised their skills in a lesson that followed a demonstration of Indian dance the previous week. They decided on a sequence of movements in groups and commented constructively on each other's performance. The large number of pupils with special educational needs found concentration difficult. However, they were all included in the lesson and all the pupils had improved their performance by the end of the session.
87. One games lesson was observed in Year 6. Pupils showed satisfactory ability to control a ball with a hockey stick and are developing good understanding of the necessary rules and tactics of the game. Their performance was in line with national expectations. Pupils in a Years 3 and 4 dance class used mathematics as they carefully counted beats in order to move correctly in time to the music.
88. The quality of all teaching is at least satisfactory, and usually it is good. One lesson observed was very good. Features of good teaching include good planning with clear learning objectives, which keep lessons moving briskly so that pupils are constantly practising and improving. Teachers have high expectations of good behaviour. This maintains an atmosphere conducive to learning and pupils behave maturely, listen carefully and concentrate deeply. Teachers use a combination of demonstration and judicious questions that clarify pupils' understanding and stimulate them to improve their performance. The subject has a temporary co-ordinator at present. The school is considering improving the present scheme of work. Resources are satisfactory, but the hall is small and presents problems of organisation for teachers at the top of the school whose pupils are large! The outside games area is of good size. Several teachers did not change into games kit during the inspection which set a poor example. All pupils, except in one class, did change. The co-ordinator is involved in a national project for improving standards in physical education, and overall management of the subject is satisfactory.

RELIGIOUS EDUCATION

89. Standards in religious education meet the expectations of the locally Agreed Syllabus at the end of Year 2 and Year 6, and pupils' achievement is satisfactory overall. These findings are similar to those of the last inspection. Both boys and girls in Year 2 have sound recall of the religious stories they have studied. For example, they produce accounts of Noah, Joseph, David and Goliath from the Jewish and Christian traditions, and of the Hindu Rama and Sita and the celebration of Divali. Pupils of all levels of attainment recognise the shared symbols of light in the celebrations of Divali, Hanukkah and Christmas, but only the higher attainers have sufficient skill to write fully about them. Overall, pupils have not explored deeply aspects of teachings to contribute strongly to the development of their own values and beliefs. Work on the Torah in Year 2 for example led to the production of sensible but only mundane rules for school life such as 'be nice to everyone' and 'do not drop litter', which were not particularly linked to Jewish belief. By Year 6, pupils recognise the significance of some religious practices and begin to understand the reasons behind them. They see for example that Divali involves the triumph of good over evil, which helps them to understand why certain things are held to be right or wrong. Whilst they explore such ultimate questions, they do not make informed responses to them. Although they recall examples of what belonging to a

religion may involve, such as the practice of Hindu businessmen completing their accounts before the prayers of Divali week, they do not take this further to see how faith makes a difference to the lives of individuals and communities.

90. The pupils show good attitudes to the subject. They listen well to their teachers. They settle quickly to tasks. The vast majority is included satisfactorily in discussions, willing to contribute because teachers value what pupils have to say. Behaviour in lessons is consistently good because teachers and pupils relate very well to each other. Teaching and learning are satisfactory overall, with examples of very good lessons. This shows some improvement since the last inspection when there was some poor teaching and learning. A satisfactory range of methods - including whole class discussion, group and individual activities - keep the pupils interested and usually impact well on their pace of learning. Tasks are generally suitably planned to meet pupils' needs, especially special educational needs, but with some inconsistencies. The drawing activity for example, which complemented a Years 5 and 6 lesson on Hindu celebrations, did not challenge higher attainers enough. An examination of pupils' books shows that there has tended to be more attention given to learning about than learning from religion. Within lessons, however, there are signs that this is changing and emphasis is becoming sufficiently balanced. The positive effects of this were apparent in a Years 1 and 2 lesson on friendship, where Jesus' teaching was linked closely to playground examples so pupils readily appreciated the moral messages. A Years 3 and 4 lesson made its point about symbolism very powerfully as both teacher and pupils shared the profound emotions evoked by cherished objects, culminating in a sensitive and moving appreciation of what different people hold dear. Key vocabulary is targeted, supporting literacy but writing, especially spelling, is not always corrected to the extent that it should be to help develop accuracy. There was no evidence that information and communication technology is used to support learning.
91. Planning for religious education meets the requirements of the locally agreed syllabus because it is based on a scheme of work devised by the local authorities responsible. This assures continuity and progression. The provision has due regard for Christianity and the school makes good use of its links with local Christian clergy to broaden pupils' understanding. Other major world religions feature prominently but there has been no contact with clergy of other faiths and it has not been possible for pupils to visit the mosque in Exeter as they did until two years ago. There is now, however, a good range of resources including books, recordings and appropriate artefacts to help make studies vivid and memorable. A recent visit by an Indian dancer also contributed to pupils' religious and cultural awareness as she shared with them aspects of her commitment to the Sikh faith. Management is satisfactory