

INSPECTION REPORT

STUART ROAD PRIMARY SCHOOL

Plymouth

LEA area: City of Plymouth

Unique reference number: 113288

Headteacher: Mrs Carol Whieldon

Reporting inspector: Mr Krishan Sharma
4306

Dates of inspection: 27 - 30 January 2003

Inspection number: 247341

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 - 11

Gender of pupils: Mixed

School address: Palmerston Street
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Plymouth

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Appropriate authority: Governing body

Name of chair of governors: Mrs Jan West

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4306	Krishan Sharma	Registered inspector	Information and communication technology Religious education Foundation Stage English as an additional language	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
15522	Bernard Morgan	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
21816	Beryl Thomas	Team inspector	English Geography History	How good are the curricular and other opportunities offered to pupils?
11685	Joy Bristow	Team inspector	Science Music Physical education Special educational needs	How well are pupils taught?
32309	Jane Ashurst	Team inspector	Mathematics Art and design Design and technology	How well does the school care for its pupils?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is about the same size as most other primary schools. Situated close to the city centre, it serves mainly its own immediate area. It has 191 boys and girls (in almost equal numbers) aged 4-11 years. Forty-five pupils (23.5 per cent) are eligible for free school meals (broadly in line with the national average). Currently 32 pupils (16.8 per cent) have special educational needs, broadly in line with the national average. Most have moderate learning difficulties. A small minority has specific learning difficulties. Two have statements of special educational needs and one other pupil was being assessed during the inspection. The school has 11 pupils from minority ethnic groups, five of whom have English as an additional language. The only asylum seeker pupil was absent during the inspection. Children's attainment on entry to the reception class is now about average although in the last inspection attainment on entry to school was judged to be below that found nationally. The school experiences high pupil mobility: at times this adversely affects its overall performance. Just before the inspection, the school underwent an extensive refurbishment which caused considerable disruption.

HOW GOOD THE SCHOOL IS

Stuart Road Primary School has many strengths. It provides a sound education for all its pupils. Based on 2002 test results, standards achieved by 11-year-olds match the national average for all schools in English, mathematics and science and are well above those of similar schools. Standards achieved by 7-year-olds, however, are well below the national averages in reading and writing and below average in mathematics. In comparison with similar schools, the school's results are well below average in reading and writing, but average in mathematics. This cohort of pupils suffered from high mobility which adversely affected the results. The current Year 6 pupils are on course to achieve average results in 2003. Year 2 pupils are likely to be close to the national average in reading and mathematics, but below average in writing. The school offers an extensive range of extra-curricular activities and many pupils willingly participate in them. The support for pupils with special educational needs is very good and they make good progress. The quality of teaching is secure but inconsistent. Thus pupils' progress is uneven, although it is at least satisfactory. The headteacher provides caring and effective leadership. The governing body contributes effectively. The school provides satisfactory value for money.

What the school does well

- Pupils' attitudes to school are very positive;
- Provision for pupils with special educational needs is very good;
- The quality of extra-curricular activities is excellent;
- Partnership with parents is very good;
- Care for pupils' personal development is very good;
- Provision for personal, social and health education is very good;
- The art and design is of high quality;
- Standards of speaking and listening are good by the age of 11.

What could be improved

- Pupils' progress as they move from through the school, particularly in Years 4 and 5;
- Standards in information and communication technology (ICT) by Year 6;
- Provision for outdoor play for the reception children.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in 1998. It has successfully responded to almost all the recommendations. Standards, behaviour, the curriculum and management of teaching have all improved. Consequently the school has won parents' confidence.

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

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

The school's results for 11-year-olds are better than those in the last inspection. In 2002, pupils' attainment at the end of Year 6, in English, mathematics and science matched the national averages. In comparison with similar schools – the school's results are all well above average. This shows considerable improvement over the results of the same pupils when they were in Year 2. The school's targets are challenging.

In contrast, at the end of Year 2, the school's results are well below the national average in reading and writing and below average in mathematics. In comparison with similar schools, the school's performance is well below average in reading and writing and average in mathematics. Much of the shortfall is due to pupils who have transferred from other schools.

Current Year 6 pupils are on course to achieve average results in English, mathematics and science. Their standards of speaking and listening are high by Year 6. The current Year 2 pupils are on track to achieve average results in reading, mathematics and science, but not in writing. Standards in ICT are in line with national expectations at the end of Year 2, but below them at the end of Year 6. Art and design standards are above expectations of Year 2 and Year 6 pupils. In religious education standards match the expectations of the Locally Agreed Syllabus at the end of Years 2 and 6. By the end of the Reception Year most children are likely to achieve the early learning goals in the areas of personal, social and emotional development and creative development. Many are likely to achieve these goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. Pupils with special educational needs and those for whom English is an additional language make good progress. Boys and girls perform

equally well in lessons. The higher attaining pupils make good progress when their tasks are demanding, otherwise they make satisfactory progress. Pupils' progress is uneven across the school, particularly in Years 4 and 5, but it is rapid in Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive: pupils are interested in their work. They willingly participate in the wide range of extra-curricular activities on offer.
Behaviour, in and out of classrooms	Good: behaviour reflects the school's clear and consistent expectations. Pupils respect the school. Exclusions are very uncommon.
Personal development and relationships	Very good: pupils relate well to each other and to adults, because of the school's ethos. They take responsibility well.
Attendance	Satisfactory: pupils like coming to school. The school's monitoring is effective.

Pupils respond well to the school's high expectations and effective practice.

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.

On balance, the quality of teaching is satisfactory. The teaching was good or better in two-thirds and satisfactory in almost one in three of the lessons observed. Only one lesson in thirty-nine was taught unsatisfactorily. However, the detailed scrutiny of pupils' recorded work, of teachers' planning and talking with pupils, indicate that the quality of teaching over time is satisfactory rather than good. The teaching and learning of English is good in lessons but is satisfactory over time because the literacy strategy is often not used flexibly enough to benefit all pupils. The teaching of mathematics is at least satisfactory. The teaching of literacy and numeracy skills is broadly satisfactory in the formal lessons and generally good in other subjects.

Strengths in teaching include: teachers make it clear what they want pupils to learn; they invariably check what pupils already know through skilful questioning; their explanations are clear and informative; they use time well; support staff contribute effectively to pupils' learning, particularly those with special educational needs and those for whom English is an additional language; the higher

attaining pupils are expected to produce to work of higher quality; and teachers' relationships with pupils are very good.

The weaknesses include: the assessment of pupils' work, so that pupils may be unsure of how well they are doing and how to improve; some lessons do not sufficiently challenge pupils' thinking and, therefore, limit their progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the curriculum is broad and meets the statutory requirements. The provision for pupils' personal, social and health education and for extra-curricular activities is very good. Pupils with special educational needs and those for whom English is an additional language are fully included in all school activities. The outdoor curriculum for the reception class is limited.
Provision for pupils with special educational needs	Very good: assessment procedures are in place. Support is effective and helps good progress. The provision for the able and talented pupils is broadly sound.
Provision for pupils with English as an additional language	Very good: the school identifies their needs promptly and helps them to gain confidence in the use of English. All opportunities are taken to extend their vocabulary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall: the provision for pupils' moral and social development is very good. The provision for pupils' spiritual and cultural development is good. The school has begun to include more elements of cultural diversity in its planning and effectively promotes racial equality.
How well the school cares for its pupils	Very good: pupils feel secure and confident in school. Procedures for health and safety are in place and are working well. The use of assessment information to guide pupils' next steps in learning is underdeveloped. Reports sent to parents meet requirements but need to give more information on what pupils can do to progress further.

The school has effective links with parents. The quality of general information sent to parents is good. They have regular opportunities to meet teachers. Parents of pupils with special educational needs are fully involved in arrangements for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the headteacher provides caring and effective leadership, ably supported by her deputy. Her management of the school is good. Subject coordinators and others play an active role in supporting their colleagues but there is room for further improvement, particularly in their monitoring.
How well the governors fulfil their responsibilities	Good: the governing body makes an effective contribution to the work of the school an improvement since the last inspection. The Standards Committee examines the school's performance thoroughly and seeks ways forward.
The school's evaluation of its performance	Satisfactory: Arrangements are in place to collect, collate and analyse and act on a large range of assessment data. Arrangements for monitoring teaching are in place and have good potential but are, as yet, insufficiently rigorous.
The strategic use of resources	Good: educational priorities outlined in the school's development plan (SDP) are appropriate and they are supported financially. Financial planning and administration are good. Specific grants are allocated purposefully.

The school has an adequate number of qualified teachers and a high number of support staff. The accommodation has improved as a result of the recent refurbishment. The hall is now suitable for physical education lessons. Resources are adequate for all areas of the curriculum. The provision for outdoor learning for the Foundation Stage is limited. All expenditure is justified. The school applies the principles of best value.

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 is approachable. • The school is well led and managed. • The school expects their children to work hard. • The good progress their children make at school. • Teaching is good. • The school helps pupils to become mature and responsible. • Behaviour is good. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Information about how their children are getting on. • The school works closely with parents.

Parents' views of the school are significantly more positive than those reported in the last inspection. Nearly 75 per cent responded to the questionnaire, when only 33 per cent did in the last inspection. All but two questions attracted 90 per cent or better positive responses.

The inspection team confirms almost all of the positive views expressed by parents. The quality of teaching, although good overall in lessons observed during the inspection, needs to be reflected in pupils' recorded work more often. Inspectors cannot support the three concerns expressed by a small number of parents. The school has an extensive range of extra-curricular activities, which many pupils participate in and enjoy. Inspectors are well satisfied with information sent to parents about their children's progress, but teachers could say more about where children need to improve. The school welcomes parents' contribution to the life of the school and many do provide practical support to the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children now enter the reception class with attainment that is about average. This level of attainment on entry is above that reported in the previous inspection because the school's catchment area has changed. When they come to the reception class, many children have sound skills in speaking, listening, and personal independence.
2. By the end of the Reception Year, a strong majority of children are on course to achieve the early learning goals of the foundation stage curriculum in all areas of learning. The restricted outdoor provision, however, limits opportunities for children to extend their learning across the curriculum. The higher attaining children are on course to exceed the early learning goals. No noteworthy differences are found in the boys' and girls' performance in lessons. Of the six areas, standards are stronger in personal, social and emotional development, creative development and in listening areas than in knowledge and understanding of the world, mathematical development, physical development and the remaining components of communication, language and literacy. The higher attaining children achieve well in the reception class and other children make satisfactory progress.
3. The school's year 2002 results, for pupils at the end of Year 2 are well below the national averages in reading, writing and mathematics at the threshold Level 2 or higher. However, in reading the proportion of pupils achieving the higher Level 3 matches the national average. Compared with the results of the previous year, they represent a considerable dip in all three areas. The school's results also fell in comparison with those of similar schools. In reading and writing they are well below average, but are average in mathematics. In science, the school's results, as assessed by teachers, are above average at the threshold Level 2 or higher and average at the higher Level 3. The 2002 cohort suffered from high mobility and had a fair number of pupils with special educational needs. The school's own careful analysis of individual pupils' results indicates that those who spent the whole two years in the school fared much better. During the inspection, this cohort, the current Year 3, lost some of the pupils with special educational needs, who had performed below the national average. As a result, the performance of Year 3 is now close to being on course to meet national expectations.
4. In 2002, the school's end of Year 6 results show that the proportion of pupils reaching the threshold Level 4 or higher in English matches the national average, in mathematics it is above it and in science the proportion is well above the average. At the higher Level 5, the school's results are average in all three subjects and represent a significant improvement since the last inspection. Taking into account the performance of all pupils in the cohort, including those who performed below the threshold, the school's results match the national average against all schools, in all three core subjects of English, mathematics and science. These results represent an improvement on the previous year's performance in English and mathematics and the results are similar in science. Compared with similar schools, the picture is much more

favourable, the school's performance being well above the average for such schools in all three subjects. This is a significant improvement on the previous year. Based on the results for the last five years (1998-2002), the trend in pupils' attainment at the end of Key Stage 2 is to grow at a slower rate than the national trend, because the school's performance shows greater fluctuation than that shown by most other schools during this period.

5. Pupils have progressed very well between Year 2 and Year 6. Comparing their attainments in Year 2 in 1998 with those in Year 6 in 2002 shows a greater improvement than expected. Overall, the school's latest results for 11-year-olds indicate significant value being added during Years 3 to 6.
6. The statutory targets for the end of Year 6 in 2003 are challenging. The school aims for 80 per cent of pupils to achieve Level 4 or above in English and 92 per cent to do so in mathematics. If achieved, the results would represent a further improvement. To improve its performance at the end of Year 2, the school has also set reasonably high standards in reading, writing and mathematics. Overall, these targets demonstrate the school's firm commitment to raising standards. There has been sound overall improvement since the last inspection.
7. Standards in English are on course to match the average in reading and speaking and listening by the end of Year 2 but they are below that in writing. Most pupils are confident in making their point orally and they listen attentively. Their speaking and listening skills have improved since the last inspection although they remain foci for further improvement. Most pupils can read simple text with understanding and work out unfamiliar words. Pupils' written work shows that they understand the structure of a story and use imaginative language to express themselves. However, work in non-narrative writing is less strong and impedes their progress; as a result, writing is below average at this stage of the term. By Year 6 standards in reading and writing are likely to be average and pupils' skills in speaking and listening are high. During the inspection about a third of Year 6 was absent due to illness. Not all pupils could be seen at work and the overall quantity of evidence was somewhat limited.
8. In mathematics, there has been acceptable improvement since the last inspection. In Year 2 most pupils are on course to achieve the national average. Their achievements in mathematics include: understanding place value of digits, identification of common two- or three-dimensional shapes and good mental skills to solve mathematical problems. By the end of Year 6 standards are likely to be average. Pupils' understanding of place value has increased and their other achievements include: knowledge and understanding of decimals and coordinates, ability to multiply three-digit figures by two-digit figures and growing confidence with the median, ratio and proportion. The overall progress pupils make in Years 4 and 5 is satisfactory but it accelerates in Year 6 in time to reach the national threshold.
9. Standards in science are on track to meet national expectations by the end of Years 2 and 6. All pupils are engaged in many practical science activities but most of their work is recorded on commercial work sheets providing little opportunity for pupils to decide how to record themselves. By Year 2 most pupils have explored plants and animals and they have a good understanding of the growth of seeds and their dispersal. By Year 6 pupils have sound

understanding of 'fair testing' and their achievements include understanding of the qualities of materials, the solar system, sources of light, circuits and sound. All pupils make at least satisfactory progress.

10. Pupils' attainment in ICT is in line to meet national expectations by the end of Year 2. Progress made in Years 1 and 2 is good, but it is only satisfactory between Years 3 and 6 so that pupils are unlikely to reach the national expectation by the end of Year 6. In art and design, pupils' attainments are on track to exceed what is typical for the end of Years 2 and 6 and they make good progress. In the developing, planning and designing components of design and technology, in geography and in history pupils' attainments are on course to reach the average by the ends of Years 2 and 6 and pupils make satisfactory progress. In physical education, by Year 6, pupils' performance is on course to meet the national expectations. No judgement is possible for pupils in Year 2. No judgement on standards in music could be made due to lack of sufficient evidence during the inspection. In religious education, pupils' attainments are likely to meet the expectations outlined in the Locally Agreed Syllabus by the ends of Year 2 and Year 6. Pupils make broadly satisfactory progress in all classes.
11. Pupils with special educational needs make good progress throughout the school because the provision for them is very good. During the inspection, there were no significant differences between boys' and girls' performance. The higher attaining pupils make good progress when the tasks given to them are demanding but in some lessons, when the tasks given to them lack challenge, they make only satisfactory progress. Pupils for whom English is an additional language make good progress because teachers and teaching assistants focus on developing their command of the English language. Pupils' written work indicates that progress is uneven across the school, particularly between Year 3 and Year 6. However, it is accelerated in Year 6 so that the school's results at the end of Year 6 are at least acceptable, despite the inconsistent progress.

Pupils' attitudes, values and personal development

12. The standards of pupils' behaviour and attitudes have improved significantly since the last inspection because the headteacher, teachers, support staff and governors have worked very hard to advance them. Parents fully recognise and are well pleased with the improvement that has taken place.
13. Pupils have positive attitudes towards the school. They enjoy coming to school, concentrate in lessons and are willing to talk enthusiastically about their work in school. Pupils appreciate the many opportunities offered to them and their participation in the extra-curricular activities is enthusiastic. The school makes its expectations clear to pupils who respond accordingly. Pupils show respect for each other and for teachers, as well as for school property.
14. Behaviour in lessons, around the school and during break times, is good because the school sets boundaries for acceptable behaviour which are made known to pupils. In nearly nine out of ten lessons, behaviour is good or better. It is directly linked to teachers' effective classroom management skills. Given the complex layout of the building, pupils move in and around the school sensibly. Examples of very good behaviour occur in most age groups.

Whilst pupils' behaviour is at no time unsatisfactory, on occasion the high standards are not maintained. This happens when the planned work does not enthuse and challenge them or when the pace of work is too slow to sustain the involvement of all pupils. No bullying or other oppressive behaviour was seen during the inspection and the pupils themselves did not regard this as being a concern. The level of fixed term exclusions is below that normally found in most schools, and the school makes use of such sanctions only as a last resort. Pupils are courteous toward visitors.

15. Relationships, between pupils and between pupils and adults, are very good. Pupils cooperate well together, take turns and share ideas. Pupils from minority ethnic groups and those identified as having special educational needs, mix easily with their peers as well as relating effectively to teachers and support staff. The high overall standard of relationships contributes to the good learning environment, as pupils feel secure and valued.
16. Pupils' personal development is very good. Staff, led by the good example of the headteacher, know their pupils very well. Parents find this reassuring. The school's programme for personal, social and health education effectively contributes to pupils' knowledge and understanding about health matters, including sex education and an awareness of the dangers of drug abuse. Many pupils are capable of taking the initiative in their work when opportunities arise, often working well without constant supervision. Sometimes the worksheets used in lessons restrict pupils' ability in making decisions about the recording of their work. Many pupils take on responsibility for classroom routines and tasks around the school. Pupils' representatives contribute to decisions about the whole school through the School Council. These pupils take their responsibility seriously both in meetings and in reporting to their peers. Some meetings have given rise to improvements. For example, pupils have had a constructive influence on changes made to the building and grounds as part of the recent refurbishment. An area where pupils' personal development is presently limited is the lack of opportunities and training for self-assessment of their own work.
17. The rate of attendance is satisfactory, being similar to those found in primary schools nationally. The school has made considerable efforts to secure an improvement in attendance. It has been successful in bringing about a steady reduction in the levels of unauthorised absence from those noted at the time of the last inspection. They are now acceptable and in line with those elsewhere. Pupils are punctual and sessions and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

18. Overall, the quality of teaching is satisfactory, although it was good overall in the lessons observed. This is mainly because the scrutiny of pupils' work indicates that pupils' progress over time is limited, particularly in Years 4 and 5 and the work planned does not enable pupils of all abilities to maximise their progress. During the inspection 39 lessons or part lessons were observed. Teaching was judged to be very good in eight lessons, good in 18 lessons and satisfactory in 12 lessons. Only one was unsatisfactory. This represents a significant improvement since the last inspection as unsatisfactory teaching has been more or less eliminated and the number of lessons of good or better quality has increased.

19. Good teaching is found in all year groups. About three quarters of lessons are good or better, although more very good lessons are found in Years 3 to 6. The satisfactory lessons are fairly equally represented across the school. The uneven quality of teaching is producing uneven progress over time, particularly in Years 4 and 5. The consistently good or very good teaching seen in Years 2 and 6 ensures speedy progress overall and leads to pupils making up sufficient ground to achieve acceptable standards in national tests. There are pockets of very effective teaching that provide good models for improved practice elsewhere.
20. There are seven classes in the school. Each class has one year group with the exception of the reception class where there are some younger children who only started school at the beginning of the spring term 2003. Teachers teach their own class for all subjects except religious education, which is taught by a part-time teacher across the school, and occasionally when pupils go to the local secondary school for some specialist teaching.
21. The quality of teaching in the reception class is satisfactory overall. It is good in the personal, social and emotional development and creative development areas of learning. In the other four areas the quality of teaching is broadly satisfactory with some strengths, such as the teaching of listening skills. Planning takes into account all six areas of learning and includes provision for the early Year 1 work for a small number of children who are ready. Direct teaching of skills and knowledge occasionally goes on for too long and children lose interest. The teacher and the teaching assistants promote good relationships, which encourage children to take an interest in their work. Clear arrangements are in place for assessment, but opportunities for making on-the-spot comments on children's performance are sometimes missed. The current planning of all six areas of learning is insufficiently linked to outdoor play, which restricts opportunities for learning in a broader context.
22. In English, teaching is good in lessons. This represents an improvement at Year 6 since the last inspection. It is satisfactory overall because often the good teaching is not fully reflected in pupils' written work. The quality varies across the school, particularly between Years 3 and 6. It is consistently effective in Year 6 and results in pupils making rapid progress and achieving acceptable national assessment results. The implementation of the National Literacy Strategy has contributed to improvements in the quality of teaching. However, in some lessons, teachers are not using the strategy flexibly enough. As a result, some pupils make limited progress as the planned work does not take into account what pupils already know and does not move their learning forward as much as it should. Teaching of speaking and listening skills, particularly in Years 1 and 2 is a strength due to additional attention being paid to them. The teaching of writing is well structured and is producing many good examples of interesting and imaginative writing across the school. In Year 5, a drama lesson was very well received by pupils, particularly by boys, because it provided all pupils with effective opportunities to listen and speak and to explore and communicate interesting ideas. Teachers are well equipped to teach phonic skills and promote their use by pupils when reading unfamiliar words.
23. The teaching of mathematics is satisfactory. Teachers implement the National Numeracy Strategy and generally, the three parts of the lesson are taught consistently. The direct teaching of mathematical skills has increased as a result of the strategy and is an improvement

since the last inspection where this component of teaching was missing in a number of lessons. Lesson introductions promote mental and oral skills well. The set tasks that follow are not always planned to meet the needs of different ability groups. In the effective lessons, the summing up is used to check the progress pupils have made against the teacher's intentions for the lesson. In Years 3 and 6 teachers set tasks that challenge the higher attaining pupils and, as a result, they make good progress. In these lessons, the pace is good and the teacher's enthusiasm for the subject is apparent. In Year 2, the teacher uses skilful questioning to improve pupils' mathematical explanations.

24. The teaching of literacy and numeracy skills is generally satisfactory in the formal lessons within the two strategies. However, it is generally better when the teaching in other subjects promotes their use, as is often the case. During the inspection subjects, such as history, geography, science and religious education suitably contributed to pupils' competence in literacy and numeracy.
25. The teaching of science is good in lessons but overall it is satisfactory. The scrutiny of pupils' written work and teachers' planning indicates that in some lessons, some pupils make insufficient progress and their progress over time is limited. When teaching is effective teachers demonstrate good subject knowledge. They communicate clearly what pupils have to learn, work at a brisk pace and allow sufficient time for pupils to complete their work. In these lessons pupils get ample opportunities to explore and investigate ideas, rather than being over directed by the teacher. On the other hand when teaching is satisfactory, pupils do not make most of the decisions about their investigations and their recording is weak.
26. Teachers' subject knowledge is at least satisfactory and often better. In ICT it is good with some teachers and it is gradually growing for others. As a result, pupils achieve well throughout the school. The religious education teaching is based on adequate subject knowledge and understanding and is bringing greater consistency, but the full benefits of this expertise in raising pupils' achievement are yet to be realised. Due to teachers' enthusiasm for the teaching of art and design and through support from external expertise, pupils are producing work of high standard. The teaching of history and geography has benefited from most recent curriculum guidance as it has improved teachers' planning.
27. Planning for teaching is sound overall. In most subjects national guidelines are being followed and have brought about consistency in the way teachers plan. Teachers are clear about what they want pupils to learn and inform them of their aims. In the effective lessons, teachers fully take into account what pupils already know. These are the lessons where teachers make their expectations clear and pupils are challenged to produce work of high quality. In some lessons, however, the work planned is not sufficiently well matched to pupils' needs as it has not been informed by an on-going assessment of their work. As a result, pupils make less than expected progress in lessons and in their written work over longer periods of time. Homework is regularly given and often linked to the current classroom work, particularly in literacy and numeracy. Often it reinforces the work in class, but occasionally goes beyond it when pupils are expected to do some research at home. Parents appreciate the range of homework given and feel that it is helping their children to progress at school.

28. The teachers' use of time is good, except in a small minority of lessons when the introduction to activities is too long, leaving little time for their development. The use of support staff is carefully planned and enhances the quality of teaching and learning in lessons. The contribution that the support staff make is now a strength of the school.
29. Teachers' management of pupils is good, which is a considerable improvement since the last inspection. All teachers have established very good relationships with their pupils, which effectively contribute to the consistently good behaviour in the school. Pupils show interest in their work and listen to all adults present.
30. Teachers' on-going assessment of pupils work in lessons is limited and is generally unsatisfactory because it is not used often enough to inform what pupils should learn next. Their comments on pupils' work are always supportive, but often do not offer sufficiently precise judgement on what pupils have achieved in relation the objectives of the lesson. This lack of focus is often reflected in teachers' marking, although there were some good examples of making clear judgements. Overall this means that often teachers' on-going discussions with pupils and the marking of written work insufficiently support pupils' learning and progress over time. Pupils' knowledge of their own work is limited because they are not asked to form a view of their work often enough or clearly enough.
31. Pupils with special educational needs and those for whom English is an additional language are effectively supported by teachers and teaching assistants. Carefully planned work ensures that they achieve. The able and talented pupils receive some additional expert academic support and opportunities to engage in creative activities, such as music, art and design and sports.

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

32. The quality and range of curriculum provided for all pupils are good because the school's planning has both breadth and depth in almost all subjects. The provision for ICT is the rare exception, where further consolidation of skills and improvements in controlling and monitoring aspects of the subject are required by the end of Year 6. The planned curriculum meets the statutory requirements for the National Curriculum, including religious education and acts of collective worship. Pupils in the reception class receive adequate opportunities to fulfil the requirements of the early learning goals, with the exception that planning for the outdoor provision is, as yet, insufficiently linked to all six areas of learning of the Foundation Curriculum.
33. The curriculum has developed well since the last inspection and the necessary improvements have been made. The provision for ICT, music and religious education is at least sound. Also, there are very good arrangements in place to provide pupils with opportunities for their personal development. This includes a planned programme for personal, social and health education. Pupils are also made aware of the need for good citizenship and each year group undertakes a study of relationships. Sex education is set very securely in this context. Well-structured guidance about the dangers of misusing drugs begins in the Foundation Stage where

children learn that, '*Some drugs make us well but some are dangerous*'. The school enables its pupils to make choices about their health and well-being and the importance of healthy eating and exercise is also stressed.

34. The long-term planning for the curriculum has improved since the last inspection and is generally good. The school now has a comprehensive curriculum map that has the broad details to guide the full coverage of the National Curriculum and teachers' planning. The map tracks the breadth of curricular experiences offered across the school, which the rolling programme in place at the time of the last inspection, failed to do. The general adoption of guidance provided by the Qualifications and Curriculum Authority (QCA), particularly its schemes of work, has greatly improved the school's planning for each subject in the medium term. This has resulted in better lesson planning, with sharper objectives in the short term. However, the teachers' plans do not always ensure that the higher attaining pupils are consistently challenged and lower attaining pupils are fully supported in their learning.
35. The school is generally successful in promoting equality of access for all its pupils. Arrangements for identifying and supporting the pupils with special educational needs and the few pupils for whom English is an additional language are good. The teaching assistants rightly focus on developing pupils' literacy and numeracy skills. These pupils have equal access to the full curriculum and are fully included in all of the school activities. No pupil has had the National Curriculum disapplied. The school uses results of standardised tests in reading, spelling and mathematics to identify its academically able and talented pupils. In addition, teachers notice other areas of excellence, such as sport, drama and music, which are often, but not exclusively, catered for through the school's extensive extra-curricular provision. Sometimes these pupils are offered demanding tasks, such as assuming the role of editors for the in-house magazine, or attending the problem-solving workshops at the University of Plymouth.
36. The national strategies for the teaching of literacy and numeracy receive due emphasis in the school's curriculum planning. Teachers have responded relatively well as both strategies have led to structured planning and improvements in the provision. The implementation of the strategies has contributed to the school's generally good results, particularly at the age of 11. However, the strategies are not used flexibly enough. For example, despite the strong emphasis on classroom support in literacy and numeracy, the tasks set for the group work sessions do not always meet the needs of the range of abilities present. When pupils work with the teacher or teacher assistants they produce work of good quality, however, the standard falls when the support is reduced or removed. When this happens some pupils do not finish their work.
37. The range of extra-curricular activities is excellent and enriches the school's overall provision. It includes numerous after school clubs and sport activities throughout the year. An extremely lively and enjoyable Samba Club helps pupils improve their skills before their weekend performance in Plymouth. The drama club, recorders group and choir very effectively promote pupils' creative potential. Additionally a good number of pupils have been involved in initiatives such as, Healthy Eating and Skipping for the Heart.

38. In addition to the extensive provision for extra-curricular activities, the school extends opportunities for pupils' learning, some within the school day and some outside of it. Educational visits are regular and well planned. Year 3 pupils stay overnight in school. Pupils in Year 4 investigate a different environment by undertaking a study of a village, where they also sleep overnight. In Year 5, pupils make an extended residential visit where they train in cycling, swimming, walking, river challenges and problem-solving activities. This experience provides a good opportunity for learning independence and leadership skills. The residential visit in Year 6 to New Barn in Dorset provides opportunities to visit an Iron Age settlement and study a harbour. Planned opportunities for visits to theatres, museums and places of interest in the locality broaden pupils' educational experience and extend their study skills.
39. The use of resources in the local community deepens and broadens pupils' learning. Good liaison with local residents and churches promote environmental awareness. Good links with local firms, such as 'Horizon Boating', help pupils understand the need for water safety. Visiting members of local sports clubs, such as, Plymouth Argyle football and Plymouth Albion rugby teams and the Raiders basketball team enhance pupils' physical skills.
40. Good links with the local secondary school enable pupils to use its games and gymnastics facility and attend for food technology and science lessons. Teachers from the school provide specialist support with drama and lessons in modern languages for Year 6 pupils. These links help pupils transfer confidently at the age of 11. Very good links exist with the adjoining nursery. The reception class and nursery share some of the space and equipment and join in with assemblies and events. As most of the children who attend the nursery later join the reception class, these links help the children to make a good start to the school.
41. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good and shows considerable improvement since the last inspection.
42. Provision for spiritual development is good. The ethos in school has a clear set of values and beliefs, which encourage pupils to respect others and to expect to be respected in return. The well-planned acts of worship give ample opportunities for pupils to explore their own and others' values and beliefs and the way they relate to actions. Pupils are invited to reflect in assemblies and in lessons on the deeper aspects of life. A prayer written by a Jewish prisoner who expressed optimism under dire circumstances created poignant moments for pupils to ponder upon. In one assembly, pupils thought about those who are deaf and need to use signs and the precious gift of hearing which most take for granted. Pupils' work in improving the local environment, such as, planting bulbs, seeds and shrubs, gives them opportunities to appreciate the beauty and rhythms of nature. Religious education lessons often provide insights into spiritual values through reflection on a wide range of beliefs, customs and religious stories.
43. The school makes very good provision for pupils' moral development. From an early age, the pupils are taught to distinguish right from wrong and to understand what constitutes acceptable and unacceptable behaviour. Much of this occurs through the daily work of the school. The behaviour policy is implemented effectively and results in good behaviour. The acts of collective worship provide good opportunities for reflection on moral issues. For example, in

one assembly the impending conflict in the Gulf and its impact on local families in Plymouth was raised. In lessons, pupils are sometimes asked to discuss moral issues, such as, should nuclear material be stored near residential areas?

44. Provision for pupils' social development is very good. Teachers positively encourage pupils to work cooperatively in a range of situations. In lessons, they are asked to work in a variety of groups which means pupils learn the social skills necessary to work with a wide range of peers. The extensive range of educational visits and extra-curricular activities help pupils learn skills in cooperating, communicating, negotiating, persuading others and recognising each other's contribution. In discussions with inspectors, pupils particularly highlighted the value of these experiences for them in getting on with each other. Relationships are very good and are a strength of the school. Pupils have some opportunities to take responsibility for class or whole-school routines and influence the work of the school through the School Council.
45. The provision for cultural development is good and has improved since the last inspection. The school fully accepts its responsibility in promoting racial equality by successfully increasing elements of cultural diversity in its curriculum. Pupils learn about their own and others' cultural beliefs and traditions. Lessons in religious education, geography, history, music and art and design have exposed pupils to a wide range of cultural and multicultural experiences. Displays around the school, particularly those depicting aspects of Hindu and Jewish customs and beliefs, reflect the school's commitment to widening pupils' cultural horizons. Local studies make pupils aware of their local cultural heritage. Work on African stories and art, led by an education officer from Plymouth museum has given pupils some insights into that culture. The study of skills of printing in Indian art has enhanced pupils' understanding and knowledge of colour and texture for use in their own work.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school is a caring community, which provides very good support for its pupils. They feel secure and confident enough with teachers and support staff to turn to them readily when they need help. Due attention is given to the care of pupils from minority ethnic groups and those whose parents wish to withdraw their children from acts of collective worship. Parents rightly rate the school's care and welfare arrangements very highly.
47. Procedures for child protection are very good and comply with local arrangements. The headteacher is the designated person responsible and has received appropriate training, which is regularly updated. The school's health and safety policy is thorough. Governors are fully involved in its implementation and review. Teachers use the policy to good effect in lessons and on school visits.
48. Arrangements for ensuring pupils' safety and welfare are effective. The headteacher and other staff, together with the governor responsible for health and safety, check the building regularly. They record and report their findings so that the urgent issues are brought to attention for action. Regular fire drills are held to test out the school's arrangements and the equipment. This is of particular importance given the complex nature and organisation of the accommodation. Explicit procedures are in place for care of pupils who become ill in school

and there is a clear policy for the use of medicines in school. First aid is well organised and the school has sufficient staff with adequate training for its use. Whilst the school does not have a separate medical room, pupils who are unwell during the school day receive good care. The accident book is completed with the necessary detail.

49. The support for pupils with special educational needs is very good and all statutory requirements are met. Effective procedures identify their specific academic and personal needs at an early stage and after careful assessment. Individual education plans are clear and focused so that pupils are able to make good progress. Teaching assistants provide sensitive help, in and out of the classroom. Pupils for whom English is an additional language also receive relevant academic and personal support, particularly in the building of vocabulary to maximise their participation in lessons. Appropriate external agencies are called in when the need arises.
50. The school has clear policies and procedures to monitor and maintain high standards of behaviour. These are used consistently. As a result, pupils are aware of what is expected of them and they behave well in and around the school. Pupils care about the school environment and sensibly negotiate two or three flights of stairs, giving due consideration to their own, and others' safety. Teachers and support staff recognise good behaviour and reward it through praise. No bullying or other oppressive behaviour was seen during the inspection. Should they arise, the school has a strong commitment to deal with them firmly and fairly.
51. Effective policies and procedures support personal development for all pupils. The programme of personal, social and health education has a significant presence on the timetable and is also incorporated in all areas of the curriculum. The effectiveness of the formal personal, social and health education provision is seen in many pupils' high self-esteem and willingness to work in class. Pupils' progress in their personal development is monitored through their regular contacts with teachers, teaching assistants and support staff in lessons, in the playgrounds, in the dining room and on educational visits. Pupils who have personal concerns know somebody in the school who they can approach.
52. The support for personal development is extensive. Pupils take part in numerous visits, including residential visits, which provide ample opportunities for developing personal skills. A number of pupils take responsibility for classroom and whole school routines. Many Year 6 pupils confidently assist staff by undertaking specific tasks during break and lunch times, for example, answering phone calls. Trained pupils in Years 5 and 6 act as peer mediators during lunch times. Pupils have confidence in the scheme. They also believe that the scheme has long term benefits because it gives them skills to resolve their differences through dialogue. This is a significant achievement that has contributed towards the improvement seen in pupils' behaviour and attitudes.
53. Arrangements for recording and improving attendance are very successful. Registers are maintained efficiently, they are systematically analysed and action taken promptly to pursue any absence. If necessary, the education welfare service is involved in following up causes of serious concern. Parents are made aware of the school's expectations through the school

prospectus. As a result of the school's efforts the rate of attendance compares well with other schools nationally.

54. Procedures for assessing, recording and analysing pupils' academic performance are satisfactory overall. The school uses a range of standardised tests to assess pupils' achievement, particularly in literacy and numeracy skills and to make broad predictions, as targets, about pupils' future performance. The results of national tests are also analysed and used to compare the school's performance against national averages for all schools and those of similar schools. The governors' Standards Committee uses this information to help identify the school's strengths and weaknesses. The monitoring of pupils' progress as they move through the school is not as strong as the analysis of test results because scrutiny of their written work is insufficiently rigorous. Assessment of pupils' attainment and progress in many foundation subjects requires further development.
55. The use of assessment information to plan and improve the work of individual or groups of pupils is limited and is generally unsatisfactory. Pupils' written work often does not indicate that teachers have taken sufficient account of the findings of the analyses. Nor does the teachers' planning make sufficiently clear links between what pupils already know, understand and can do and what they have to do to ensure that they progress further and reach their expected targets. This neglect of assessment information means some of the teachers' planned work does not match pupils' abilities. As a result, in some classes and lessons, pupils, especially the lower attaining and some of the higher attaining, make insufficient progress. Marking is not always used to help pupils improve standards of their work despite some examples of good practice. For example, in Year 6 the teacher's comments often provide pupils with clear guidance as to ways in which they could improve the quality of their work. In this class, end of year targets in mathematics have been broken down so that pupils understand what they have to do to reach their target.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents have a very positive view of the school. The high number of parents who returned the questionnaire and the small number who attended the parents' meeting appreciated what the school is doing for their children. They are well satisfied with the standards their children achieve at school and the care adults working in the school show for them. They feel confident in approaching the school on any matter as the school's relationships with its parents have improved significantly since the last inspection. Parents consider the quality of teaching to be good, as it was in the lessons during the inspection. However, the inspection evidence indicates that the good quality of teaching is insufficiently reflected in pupils' recorded work.
57. The school maintains very effective links with its parents by providing them information of good quality and quantity. The school now meets fully requirements relating to the governors' annual report for parents and the school's prospectus which was not the case in the last inspection. The current prospectus has details about the school's aims and organisation. The governors' annual report gives parents a good insight into the school's work and its achievements. A good quality newsletter keeps parents fully informed. Teachers send home a summary of the topics and themes being covered in each subject during the term.

Arrangements for induction are good because the school sends prospective parents substantial information and guidance to enable them to prepare their children for entry to school. Parents of pupils with statements of special education needs receive appropriate information about their children's progress; they are fully involved in the formal reviews of their progress.

58. Annual written reports to parents meet requirements. Whilst all reports comment on pupils' progress and attainments, there are some inconsistencies in their quality. Often they do not set out a sufficiently clear picture for pupils and their parents as to what needs to be done to make further progress. Parents have regular formal and informal opportunities to meet members of staff to discuss their children's progress.
59. Parents assist in the school's work: a number were seen supporting staff and pupils. Their contribution is valued by the school and adds much to pupils' learning and personal development. Parents are also active in supporting out of school activities. The school has an active and enthusiastic School Friendly Association, which provides valuable financial support as well as practical help in organizing social events for pupils and parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The headteacher continues to provide caring and effective leadership. She successfully communicates the aims and the mission of the school, '*live to learn, learn to live*', to the staff and parents. The headteacher's management of the school is good. It provides a range of systems for planning, staff development, judicious allocation of resources and monitoring. These systems contribute to the smooth running of the school. Although the headteacher is aware of the school's strengths and weaknesses, the monitoring of teaching still could usefully be more rigorous. Together, the headteacher and staff share a strong commitment to school improvement, in the academic, the personal and social development of pupils. The deputy headteacher provides critical support in moving the school forward and is a very good role model of effective classroom practice. Parents feel very positive about the school and rate its leadership and management very highly.
61. Central to the headteacher's leadership and management is her success in building a team. Coordination of subjects and of whole-school responsibilities, such as special educational needs, personal, social and health education and staff development, has been delegated to various staff members. The role and responsibilities of coordinators are clear and limited time is allocated for them to carry out some key monitoring and evaluation tasks. This represents an improvement since the last inspection but the time is inadequate for them to collect a wide range of evidence to bring rigour to their monitoring and evaluation. Their recent summary reports are promising.
62. All subject coordinators make a noticeable contribution to planning in their subjects. Through this they have begun to influence the overall quality of teaching. They are familiar with some of the tasks, which enable them to form an informed view about their subjects. Some, such as collection and collation of various assessment data and making classroom observations require further rigour. Their effectiveness as coordinators would be enhanced by a sharper

focus on the scrutiny of pupils' recorded work and planned discussion with samples of pupils as tools for identifying strengths and weaknesses in their subjects. It is essential that findings of all monitoring and evaluation activities are incorporated in a written annual plan of action. Currently, teachers make insufficient use of assessment information to plan for the next steps in pupils' learning and the coordinators need to provide a lead.

63. The leadership and management of the provision for pupils with special educational needs are a strength of the school. Systems for identification of the needs of these pupils, actions needed to support them and record keeping are effective. All pupils who wish to participate in extra-curricular activities have access to them. Identification of the able and talented is determined mainly by pupils' performance in literacy and numeracy. Talented pupils in areas such as music, drama and sport are catered for in the extensive range of extra-curricular activities. Sometimes, talented pupils in academic areas such as mathematics and technology receive additional support at the local secondary school. In some lessons, however, the higher attaining pupils receive work identical to that given to pupils of other abilities. Then they are insufficiently challenged and their progress is restricted.
64. The governing body makes an effective contribution to the work of the school and this represents an improvement since the last inspection. It ensures that the school meets statutory requirements and is aware of the school's strengths and weaknesses. For example, during the inspection the governors were able to identify the school's less than satisfactory performance at the end of Year 2 in 2002. The governing body has played an active role in deciding priorities for development and the setting of the annual budget. They seek justification for expenditure proposed by the headteacher. Individual governors are linked to curriculum areas and classes. Committees are functioning well. The recently established Standards Committee reflects the governors' growing interest in standards in the school. Their effectiveness would be further enhanced if they were to receive regular feedback on pupils' progress, perhaps through subject coordinators' formal plans of action. Arrangements for appraising the work of the headteacher are effective and the governing body has set appropriate targets for her.
65. The school's planning for development continues to be sound. All members of staff and the governors are consulted. The school development plan has the appropriate priorities and rightly gives prominence to improving teaching and raising standards in numeracy, literacy and ICT. The plan has most of the essential elements, such as timelines, costs and allocations of responsibility. A number of the success criteria statements and the monitoring and evaluation arrangements require further refinement, including further details of tasks that are necessary to deliver the targets.
66. Arrangements for induction, support and professional development of staff are very good. They relate to both the school's development priorities and the needs of individual members of staff. The training leading to the Basic Skills Award equips teaching assistants well for the support they provide in the teaching of literacy and numeracy. The 'Investors in People' award has strongly confirmed the school's commitment to a coherent staff development programme. Performance management arrangements are in place. They not only provide

opportunities for appraising performance, but also inform staff development by identifying what needs to be done better.

67. Teaching is monitored, but not with the necessary depth and rigour and so requires further development. The headteacher, senior managers and other subject coordinators observe lessons. The impact of teaching on learning needs to be established by combining classroom observations with the scrutiny of pupils' recorded work, and by structured discussions with pupils. This monitoring would enable the school to make a better informed view of pupils' progress.
68. Financial planning is good and clearly supports educational priorities established in the school development plan. The administrative assistant plays a crucial role in this planning by maintaining efficient records. The last internal audit found the school's financial control in good shape overall. Current expenditure indicates that the school will have a modest surplus in this financial year. Overall, the headteacher and the governors understand the need to apply principles of best value in the management and use of resources. For example, when purchasing in-service training, the school often researches the range of providers available before deciding which best suits its needs. All expenditure is justified and those who should be consulted are consulted.
69. The use of additional funding is effective. The school attracts extra funding from a range of sources, which it has used to enhance the number support staff and to improve the quality of accommodation. The recent extensive refurbishment programme has improved safety in the school. The hall now meets the standards for physical education activities. By locating the reception class on the ground next to the non-maintained nursery, the school's links with the nursery are even closer. The standards fund is used carefully to provide appropriate staff development opportunities. The programme is extensive and its value was fully recognised during the evaluation for the 'Investors in People' award.
70. The school has sufficient accommodation, with three floors. This makes the building complex to manage. Despite this, pupils negotiate their movement in an orderly fashion. Space for play is restricted but pupils make the most of it. Access to the second and third floors would be virtually impossible for pupils or parents with significant physical handicaps. Learning resources are adequate in all subjects to meet the National Curriculum requirements, except that the school's accommodation restricts the outdoor curriculum for the Foundation Stage. The use of ICT for teachers' planning, external communication and to support the school's financial and administrative systems is growing.
71. The number of qualified and experienced teachers is sufficient to meet the demands of the curriculum for all pupils. Support for pupils with special educational needs is good. The appointment of a part-time teacher is sensible as it gives non-contact time to all coordinators and the deputy headteacher. The number of support staff is high and adds to the school's high staffing costs. The deployment of support staff contributes to the pupils' good behaviour and progress in lessons and ensures safe movement around the school's complex building. At this stage, these high costs are justified.

72. Considering that the school's end of Year 6 results have improved, the consistently good behaviour and attitudes of pupils, the significant decline in unsatisfactory teaching, the good leadership and management provided by the headteacher and governors, even taking into account the high expenditure per pupil and the uneven progress that pupils make as they move through the school, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. To improve standards and the quality of provision, the governors, headteacher and staff should:

(1) Improve the progress that pupils make as they move through the school, particularly in Years 4 and 5 by:

- i. improving day-to-day assessment in lessons and marking of pupils' recorded work; *(see paragraphs 30, 55, 84, 102, 126, 133, 154 and 178)*
- ii. using all assessment information to plan what pupils should learn next so that they make consistently good or better progress; *(see paragraphs 30, 55, 103, 114, 126, 133, 148, 154 and 174)*
- iii. further refining teachers' planning, including that for National Literacy and Numeracy Strategies, to provide a better match of tasks to pupils' needs and so maximise the progress of all pupils; *(see paragraphs 27, 100, 109, 111 and 178)*
- iv. preparing pupils to form views of their own work and how they might improve it; *(see paragraphs 16, 30, 120, 138 and 171)*
- v. bringing more rigour to the monitoring role of senior managers and subject coordinators so that they have a better grasp of the progress pupils make both in lessons and through their recorded work; *(see paragraphs 61, 62, 104, 115, 127, 141, 163, 169, 174 and 179)*
- vi. ensuring that subject coordinators prepare individual plans of action after taking into account the findings of monitoring and evaluation activities and report effectiveness of the actions taken to senior managers and the governing body; *(see paragraphs 62, 64, 104, 115, 127 and 163)*
- vii. ensuring that the best teaching is shared widely so that teaching is consistently of the highest quality. *(see paragraph 19)*

(2) Raise pupils' attainments in ICT so that they develop the necessary skills and understanding to reach the national expectations at the end of Year 6 by*:

- i. extending further opportunities for reinforcing pupils' ICT skills across the curriculum and beyond the ICT suite; *(see paragraphs 32 and 158)*
- ii. ensuring that they understand and apply the use of ICT in controlling and monitoring events. *(see paragraphs 32 and 158)*

** The school's 2002/2003 development plan (SDP) includes the development of ICT as one of its priorities.*

(3) Improve the outdoor curriculum for the Foundation Stage by:

- i. explicitly planning regular, interesting and challenging learning experiences outdoors in relation to each of the six areas of learning. (*see paragraphs 2, 32 and 85*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	18	12	1	0	0
Percentage	0	20	46	31	3	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 two percentage points.

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)		192
Number of full-time pupils known to be eligible for free school meals		45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		32

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	11
	Girls	11	13	13
	Total	19	21	24
Percentage of pupils at NC level 2 or above	School	68 (79)	75 (83)	86 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	12	12
	Girls	13	15	15
	Total	21	27	27
Percentage of pupils at NC level 2 or above	School	75 (90)	96 (90)	96 (97)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	16	13	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	16
	Girls	10	11	12
	Total	22	23	28
Percentage of pupils at NC level 4 or above	School	76 (76)	79 (67)	97 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	14
	Girls	10	11	10
	Total	20	23	24
Percentage of pupils at NC level 4 or above	School	69 (70)	79 (90)	83 (93)
	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	177	2	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	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	1	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	4	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)	10
Number of pupils per qualified teacher	19.2
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	192

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	499,213
Total expenditure	499,883
Expenditure per pupil	2525
Balance brought forward from previous year	26,372
Balance carried forward to next year	25,702

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	133
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	0	0
My child is making good progress in school.	61	34	4	1	
Behaviour in the school is good.	48	49	3	0	0
My child gets the right amount of work to do at home.	41	53	5	1	0
The teaching is good.	71	26	1	0	2
I am kept well informed about how my child is getting on.	55	35	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	63	30	4	2	1
The school expects my child to work hard and achieve his or her best.	55	43	1	1	0
The school works closely with parents.	49	41	9	0	1
The school is well led and managed.	61	35	2	0	2
The school is helping my child become mature and responsible.	56	37	5	0	2
The school provides an interesting range of activities outside lessons.	42	46	11	0	1

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

74. Children are admitted to the reception class twice during the year, in September and January, Almost all them have attended the non-maintained nursery located in the next room. Two admission dates make considerable demands on the reception teacher, but through careful planning and effective deployment of the two teaching assistants, the overall needs of reception children are met. On entry into the reception class children have a range of skills and knowledge similar to that normally found for children of this age. This level of attainment on entry is above that reported in the previous inspection when it was deemed to be below average. Recently the profile of the school's catchment area has changed and the assessments carried out by the school on entry record the rising levels of attainment.
75. On entry to the reception class many children display moderately developed speaking and listening skills and personal independence. By the end of the Reception Year, many children are on course to achieve the early learning goals in all areas of learning, although the provision for outdoor curriculum is limited. The higher attaining children are on course exceed the early learning goals by the end of the Reception Year. No significant differences are found in boys' and girls' performance. Of the six areas of learning, attainment is stronger in personal, social and emotional development, creative development and in listening than it is in knowledge and understanding of the world, mathematical and physical development and in the remaining aspects of language and literacy.

Personal, social and emotional development

76. Almost all children are likely to achieve the early learning goals and a significant number of them are on course to achieve beyond them by the time they enter Year 1. They make good progress in this area due to effective teaching, which promotes children's personal and social skills and gives them confidence to try without fear of failing. As a result, children maintain good relationships with adults in the nursery and with their peers. Children show independence by planning some of their activities on a target board. This is a well established routine and most children understand how to make their choices. In 'circle time' activities many children willingly express themselves, particularly when they talk about things personal to them. Children are also aware of what is expected of them, as adults have set boundaries of acceptable behaviour. The adults' caring manner also provides a good role model for the children.

Communication, language and literacy

77. Many pupils are likely to achieve the early learning goals in these areas and some are on course to exceed them by the time they leave the reception class. Many children make good progress in their listening skills, and satisfactory progress in the remaining aspects of this area.

Children share their 'news' with others with confidence and increasingly take turns in talking to each other or within a group. Their communication skills show gradual improvement as they join in conversation. They respond to adults' questions and often the comments that pupils make in response are relevant. Most children listen to their favourite stories with growing concentration. The higher attaining children listen for longer and they respond in greater detail, because this is expected of them.

78. Children's knowledge of letter sounds and letter names is growing because early phonics skills are taught systematically. As a result, many of the older children are often able to engage with words and sentences in the simple text chosen for reading on their own or with the teacher. The higher attaining children make a good attempt at reading unknown words, whereas the average and below average groups can recognise a few words but often only with adult support. Reading books are taken home to reinforce the work in the class. The higher attainers are also progressing well in writing, for example when creating a shopping list, some of them can apply their growing awareness of phonics reasonably well. One child in one session was quite confident to attempt some writing unaided.

Mathematical development

79. Many children are on course to achieve the early learning goals by the time they leave the reception class and they are making satisfactory progress. Children show interest in numbers and counting and they enjoy joining in number rhymes. They talk about simple shapes and can recognise them in familiar objects. They recreate simple patterns with shapes. Most children are able to count up to 10 or beyond by the time they leave the reception class. The higher attaining children demonstrate a good understanding of number and they are able to explain their mathematical thinking. However, some children's understanding of number is not advancing as well as their recognition of numerals. For example, in one lesson children experienced considerable difficulty in making sense of 'one less than', although they were coping reasonably well with 'one more than'. This indicates that children need further opportunities to apply their understanding of number in a range of practical contexts.

Knowledge and understanding of the world

80. Many children are likely to achieve the early learning goals in these areas by the end of the reception class and they make at least satisfactory progress. They recognise similarities and differences in objects and many are able to discuss them. They are becoming increasingly aware of their senses and how to make use of these when exploring objects around them. Most children know the value of good hygiene and eating healthy food because adults in the reception highlight it. Recently they have done some cooking and tested the use of their senses of taste, smell, feel and touch. Many offer observations on their own experiences but only a few ask questions. All children are now familiar with computers and many are able to use them with enthusiasm in simple number work. Some children use computers to support their work with letters. In the religious education session children talked about their homes and families and what makes them unique. Although the session offered opportunities for discussion, it did not draw upon children's personal experiences and thus restricted their progress.

Physical development

81. Many children are on course to achieve the early learning goals by the time they enter Year 1. The newly refurbished hall now offers adequate opportunities for the development of their physical skills. Children's awareness of space is growing and they are becoming more alert to others' presence around them. They can negotiate a range of movements, such as running on the spot, hopping, jumping, skipping and rolling. All children can hop successfully, but some are not as confident with rolling. Adults observe children in action, but often do not comment on children's physical performance against the learning objectives of the session. Such evaluative comment could help children improve. Overall, children are making satisfactory progress in moving with control and coordination.

Creative development

82. Most children are on course to achieving the early learning goals in this area of learning and they make good progress. All pupils enjoy mixing colour and can associate red and green with traffic lights. They are aware that mixing one colour with another produces a new colour. Children are able to use their colour mixing skills in making patterns. Their pictures are colourful and are often linked to themes covered in other areas of learning. For example, they have made observational drawings showing some details and have confidently drawn and painted self portraits. Children enjoy singing familiar songs and are keen to join in number songs and rhymes. They are good at clapping in rhythm children's names as well as their favourite foods.

Teaching and provision

83. The quality of teaching is at least satisfactory. In listening and in the areas of personal, social and emotional development and creative development, it is good and contributes to pupils' good progress. In mathematical development, aspects of communication, language and literacy, physical development and knowledge and understanding of the world, teaching is satisfactory and contributes to satisfactory progress in these areas of learning.
84. Planning takes into account all the areas of learning and includes the provision for the teaching of National Curriculum for those children who are ready. The teacher's planning also has a healthy balance between adult-directed activities and child-initiated work. The teacher undertakes direct teaching of skills and knowledge, but, occasionally, it lasts too long and children lose interest. Clear arrangements are in place for assessment. An on-going individual record of children's significant achievement contains assessment comments for all areas of learning. Formal observations of children at work are recorded on a comment sheet. These arrangements are appropriate, but the opportunities for on-the-spot comments on the quality of children's performance are not taken often enough. For example, in a physical education lesson when children were making a range of movements, although the adults intervened to support, their comments were not focused on what the child was doing well and how the movement could be improved. The reception teacher is aware of the need to adjust the school's assessment arrangements in line with the new Foundation Stage profile.

85. Despite the constraints of the accommodation, the school provides a reasonable range of learning experiences outdoors. The planned provision for outdoor activities, linked to all six areas of learning, is limited and needs to be improved to raise children's achievement further.

ENGLISH

86. Standards in English at the end of Year 6 have improved since the last inspection. The results of national tests in 2002 show that standards in English were in line with the national average against all schools; in comparison with similar schools they were well above the average. The proportion of pupils gaining the threshold Level 4 or higher and the higher Level 5 matches the national averages. Overall, the inspection evidence, although restricted by the absence of one-third of Year 6 pupils due to illness, reflects these test results. The presence of a significant number of higher attaining pupils should enable the school to show results close to the national average in 2003.
87. At the end of Year 2 standards remain broadly similar to those found in the last inspection. The 2002 results in English were well below the national average in reading and writing and well below average for similar schools. In reading, the proportion of pupils attaining the threshold Level 2 or higher was well below average. At the higher Level 3 the school's performance matches the national average and represents an improvement since the last inspection. In writing, the proportion of pupils gaining the threshold Level 2 or higher and the higher Level 3 remains low. The school's convincing tracking of the 2002 cohort indicates that high mobility and incidence of special educational needs contributed significantly to the below average results at the end of Year 2. The current standards in Year 2 reflect the below average test results in writing. However, in reading the standards are moving closer to those normally seen for this age group.
88. No noticeable differences between the attainment of boys and girls were found during the inspection. Pupils with special educational needs and those for whom English is an additional language make good progress throughout the school because they receive additional and focused support. Those identified as able and talented pupils also make generally good progress, but not in all lessons or in all classes, because some of their written work reflects insufficient challenge. In all three literacy skills, progress made by all pupils is at least satisfactory, with the exception that the progress made by Year 2 pupils in their non-narrative writing is insufficient.
89. Overall, current pupils' attainment in speaking and listening represents an improvement since the last inspection. Throughout the school, most pupils listen attentively and respond appropriately. Pupils of all ages show an awareness of the audience. At formal occasions, such as assemblies when their parents are present, they use an appropriate tone of voice and vocabulary. At the end of Year 2, pupils' speaking and listening skills are likely to be close to national expectations for pupils of this age; although their listening is stronger than their speaking. By Year 2, most pupils attempt and many succeed, in expressing their views, particularly when they talk about their likes and dislikes. Pupils have benefited from a planned programme for improving their speaking and listening skills.

90. Standards in speaking and listening are on course to exceed those expected at the end of Year 6. Within the school they vary, but are never less than satisfactory. By Year 6 most pupils are able to put forward their own point of view with clarity and conviction. They speak with fluency and understanding because teachers purposefully set up situations where pupils are able to express themselves, in English lessons, as well as in other subjects. Teachers sensitively encourage and often succeed in persuading pupils to use Standard English in their speech. Pupils listen to travelling theatre groups, story tellers from the community and confidently offer their comments on these performances.
91. At the end of Year 2 standards in reading for most pupils are likely to be close to national expectations; for a small number of pupils they are likely to be higher. Their attainment is much the same as found in the last inspection. Most pupils can read simple text and use their growing knowledge of phonics to read unfamiliar words. Although all can respond to the text the higher attaining pupils can express their opinions quite convincingly. Pupils enjoy books and are well launched in reading by the age of seven. When pupils entered Year 1 few were able to read many words. A good majority now have a secure understanding of basic words and know how to go about working out new and familiar words using letter sounds or associated pictures Teachers and support staff systematically teach phonics and sight words and as a result pupils are confident enough to blend sounds. Early Learning Support materials are being used successfully with some low attaining pupils to raise standards in reading.
92. By the end of Year 6, standards in reading are on course to be average overall, with many higher attaining pupils reading well above the national average standard. This represents a sound improvement since the last inspection. Most Year 6 pupils, and the higher attaining pupils in Years 4 and 5 read some demanding texts. They show understanding of a range of texts, select essential points and can use inference and deduction appropriately. This is a significant improvement since the last inspection Pupils can talk in depth about a wide range of authors and texts. They are able to find and use books for information and are familiar with the contents and index pages of non-fiction volumes. Reading skills are sufficiently well developed to enable the average readers to cope with most texts. The pupils with reading difficulties are supported individually or in groups and achieve well as a consequence.
93. Standards in writing are likely to be average by the end of Year 6 and represent a clear improvement since the last inspection. Many Year 6 pupils demonstrate their skills in identifying different genre from a piece of writing provided by the teacher. They skilfully use a planner to draft a mystery story and show a good understanding of the meaning of words like, alibi, motive, red herring and deduction. They know how important the beginning of a story is. One boy began, *'It was Christmas Eve. A squadron was sitting down to a mug of char when suddenly Sam Groelu fell over. He was dead.'* And a girl began, *'Mrs Gillstone had been a very good teacher That was before she was murdered.'* This was before they wrote their flashbacks. The higher attaining are engaged in producing a half-termly newspaper including reports, recipes, poetry, jokes, interviews, short stories, quizzes, puzzles, research and scripts. Year 6 pupils are expected to use their ICT skills in editing, cutting and pasting writings of their peers for their school newspaper. Pupils have a sound understanding of grammar and they use this in their writing. Standards in spelling are good for

most pupils. The overall standard of handwriting and presentation is average for pupils in Year 6. Most pupils have acquired a neat, legible and fluent handwriting style as a result of regular practice.

94. Standards of writing between Years 3 and 6 show some inconsistency. No pupil entered the current Year 3 with Level 3 in writing. Pupils have made good progress and now a growing number of pupils are working at this level. A number of pupils in Year 4 are not making the progress that they should be as the work set does not extend what they are already capable of doing. The same is true of a number of pupils in Year 5. A number of pupils, particularly the average attainers are not progressing as rapidly as they could because the work presented does not take them further in their writing.
95. Overall standards in writing are likely to remain below average at the end of Year 2, as they were during the last inspection. Most pupils show a basic understanding of story and narrative sequence and many can write with imagination. However, their work during the inspection indicates that pupils are less secure with non-narrative writing, for example writing instructions. This impedes their progress and contributes to the below average performance of some pupils. Pupils write lower case letters correctly and join their letters with confidence. Many pupils use basic punctuation correctly and some make good use of connectives, such as, then, whilst and because. In Year 2 pupils show control of printed or partially joined up script in which letters and word are appropriately spaced.
96. Standards of writing show marked progress in Year 1. At the beginning of Year 1 pupils' writing ranged from making marks on paper to writing simple sentences. Now the higher attaining pupils are able to write sentences correctly using past tense; the average pupils can write using capitals and full stops. Those with special educational needs are beginning to write sentences.
97. Pupils are successfully using their growing writing skills in a range of subjects. In design and technology, pupils wrote detailed 'instructions to make a jinx corner' and in history, some wrote a newspaper article in 'The London Gazette' about the Great Fire of London. Pupils also wrote a non-fiction piece on 'Poverty in the Nilgiri Hills' and a well-ordered factual report on the Health of Victorians, in which a pupil wrote, '*crowded conditions were a perfect breeding ground for catching disease*'.
98. The National Literacy Strategy has helped the school considerably to raise standards, particularly at the end of Year 6. The strong focus on the teaching of basic skills, and the emphasis of guided reading and shared text work, is contributing effectively to the continuing improvement in spelling and fluency of expression in reading.
99. Pupils enjoy their lessons and are well motivated to learn. During the literacy lessons observed, the pupils' behaviour was good or better. They participate fully in discussions and work well together when working in pairs. Some pupils begin to lose concentration when the text and the level of the work in independent reading and writing are too difficult or too easy for them.

100. The overall quality of teaching of English is good. It varies across the school and the other inspection evidence, particularly the scrutiny of substantial written work showing uneven pupils' progress overtime, indicates that the quality of teaching is generally satisfactory. Teaching is consistently very good in Year 6 and results in rapid progress for the pupils towards the end of Year 6. This represents an improvement since the last inspection when some teaching was found to be unsatisfactory. The implementation of the literacy strategy has in part been responsible for this improvement because teachers understand the potential of the strategy. However, in some lessons, particularly in pupils' written work, teachers are not using the strategy flexibly enough. Teachers plan strictly to the strategy guidelines i.e. planning to prescribed term and week, which works well for most pupils, but is sometimes inappropriate for those who fall behind. This is because the strategy has not yet been adapted to match the needs of those pupils. For example, in the group work, the unsupported pupils do little work because it is similar to that given to the rest of the class and does not match their attainments. Due to this slavish planning, pupils' progress suffers, particularly in Years 4 and 5. The teaching of literacy skills is generally good as they are promoted across the school.
101. Drama is taught as a discrete activity. A visiting teacher from the local secondary school assists in its teaching. In the only lesson observed pupils learnt role play. They were keen to develop their ideas thoughtfully, convey their opinions carefully and develop speaking and listening skills. Moreover, they were excited about the power of language that they experienced.
102. Pupils' written work is marked frequently and includes encouraging comments. Even so, these comments do not usually provide enough guidance about how pupils should progress towards a higher level of performance. Personal targets are often too generalised and do not take into account the small steps required for improvement, especially in writing.
103. Coordination of the subject is good and has contributed to many of the improvements made since the last inspection. Pupils' progress in reading, writing and spelling is tracked. A record of pupils' writing is kept regularly, which could be used for future planning. However, the results of tests and assessments are not used consistently enough across the school to identify strengths, weaknesses and priorities for groups and individual pupils.
104. Monitoring of teaching includes an examination of teachers' planning and a lead by the coordinator in the scrutiny of pupils' written work. This results in a clear action plan, which acknowledges the need for more systematic assessment. The scrutiny of pupils' work showed that the pupils' progress is inconsistent. The monitoring of teaching, therefore, requires more rigour to detect and remedy the lack of challenge in some lessons. It is essential that the coordinator's plan of action is based on sufficient information about the aspects of teaching and learning that will make the biggest improvement in pupils' progress. The senior managers and the governors' Standards Committee have begun to receive monitoring reports. These valuable reports would be enhanced by the inclusion of the findings of the rigorous monitoring of pupils' progress and developments in aspects of teaching and learning.

MATHEMATICS

105. The overall standards in mathematics are likely to be average at the end of Year 6 and remain much the same as reported in the last inspection. However, the proportion of pupils achieving the higher Level 5 has risen considerably since the last inspection and this is clearly an improvement. In 2002, the school's results were above the national average at the threshold Level 4 or higher and average at the higher Level 5. After taking into account the performance of all pupils in the cohort, including those who did not reach the threshold, the school's results matched the national average. These results compare very favourably with those of schools that have similar backgrounds. The trend of attainment in mathematics for the last three years exceeds the national trend for 11-year-olds. The inspection confirms the average performance of the current Year 6 pupils. The number of pupils gaining the higher Level 5 remains high due to the greater emphasis placed upon them since the last inspection.
106. At the end of Year 2, standards in mathematics are on course to be close to the average for seven-year-olds and are in line with those seen in the last inspection. In 2002, the school's results fell from those achieved in the year before and were below the national average. The proportion of pupils reaching the threshold Level 2 or higher was well below the national average. At the higher Level 3, the school performed below the national average. This was, however, an improvement since in the last inspection no pupil achieved the higher level. The school equalled the performance of similar schools. The school's own analysis of the reason for the dip in standards in 2002 is convincing and indicates that pupil mobility and the extent of special educational needs in the cohort are largely responsible for the fall.
107. By the end of Year 2, most pupils can identify common two or three-dimensional shapes; they have good mental skills and are able to solve simple money problems, for example, when ordering food from a menu given a specific amount of money. Pupils use standard units to record time in hours and half hours. The higher attaining pupils understand place value of number to hundreds, tens and units; mentally recall table facts to 2 and 5 times; and begin to explore numbers to 1000. The average attaining pupils use number to 100, understand place value to tens and units and recognise patterns relating to five and ten times tables. Lower attaining pupils practise adding two numbers to make ten and are beginning to multiply by ten. Overall, all pupils make satisfactory progress, with some average and higher attaining pupils making good progress. Pupils with English as an additional language make good progress as do pupils with special educational needs.
108. Pupils have a good understanding of place value to more than 1000 and use fractions and percentages confidently by Year 6. They multiply and divide decimals and know how to use and interpret co-ordinates. They calculate the median, and are beginning to have a good understanding of ratio and proportion. Average attaining pupils multiply three digit figures by two digit figures, measure perimeters and calculate areas of shape and are able to record on a bar chart the number of times the dice landed on numbers 1-6. Lower attaining pupils are able to multiply or divide decimals by 10 or 100. Overall pupils make satisfactory progress between Years 3 and 6, but their progress accelerates in Year 6. This is due to effective teaching and the good match of activities to pupils' needs. Pupils with English as an additional language and those with special educational needs make good progress. The support

provided for them is well focused and the adults present ensure that these pupils understand the tasks set for them. However, opportunities are missed in recording pupils' progress on a day-to-day basis.

109. The planning of the mathematics curriculum has improved since the last inspection. Teachers throughout the school have implemented the National Numeracy Strategy and there is, generally, consistency in the three parts of the lesson. Overall, the mental and oral introductions are good; pupils are then set tasks, which are not always planned to meet the needs of different ability groups and the summing up period is used to check pupils' gains in mathematics. At its best, this part of the lesson is used to introduce new learning or to inform pupils about the next stage of learning. Effective in-service training has improved teachers' knowledge and understanding of the requirements of the National Numeracy Strategy and created a better balance to the provision in mathematics overall. The concentration on developing mental and oral skills and then applying these skills has enabled pupils to work at a better pace. The insistence, throughout the school, that pupils explain the strategies they have chosen to solve problems has contributed effectively to the raising of standards. Homework is used consistently to support teaching and learning in mathematics but is not always matched to meet the needs of the differing ability groups.
110. The quality of teaching in mathematics for Years 1 and 2 is satisfactory overall. Often teaching is good in lessons, but only satisfactory when taking into account pupils' progress reflected in their written work over time. Generally, lessons are well planned but do not always identify what pupils of different abilities will learn and do. This results in activities that do not match pupils' needs and abilities and that was evident in a scrutiny of pupils' books. In Year 2, the teacher used careful questioning to find out if pupils were able to explain the different ways of adding two numbers together for example, 7 add 6. He gave pupils thinking time to explain their methods in the mental/oral session that enabled them to clarify their mathematical thinking. For example, the response given to the question was '*split the six, add three to the seven –that's ten, then add another three.*'
111. The quality of teaching in mathematics is satisfactory overall for pupils between Years 3 and 6. However, teaching ranges in its quality from good to unsatisfactory. There is some good teaching in Years 3 and 6 that challenges pupils and enables them to make good progress in lessons. For example, activities in Year 3 are suitably matched to meet the needs of the higher and lower attaining pupils. In both these classes, the pace of the lesson, combined with the teachers' enthusiasm for the subject is good. Where teaching was less effective, particularly in Years 4 and 5, the pace in the middle part of the lesson was too slow and there was a mismatch of tasks to pupils' abilities. This led to some pupils losing concentration and misbehaving. In some lessons the summing up period was too rushed and was not used effectively to check or further pupils' gains in knowledge. All books scrutinised during the inspection were marked and work was well presented. However, comments made by teachers did not always help pupils' further development. A good example where it did happen was seen in a Year 6 book: "*This clearly shows the temperature. Well done with your scale. What does the information tell you? If you did a similar graph for sunshine what would you notice?*"

112. Pupils enjoy their mathematics and collaborate well in their investigations. In most lessons pupils behave well. In the best lessons, they respond positively to challenge, are attentive and eager to contribute to lessons and use their mental strategies confidently. The relationships between adults and pupils are good, and pupils respond positively when teachers value their contributions.
113. The overall provision for mathematics has been extended by a number of developments since the last inspection. The use of ICT in the teaching and learning of mathematics was limited during the inspection. The scrutiny of pupils' previous work indicates that in Year 2 pupils have used a program to enhance their understanding of shape and symmetry. They reinforced their understanding of turns and right angles by instructing a floor turtle. Good links are made with other areas of the curriculum, especially science, geography and music. For example, Year 1 pupils made repeating patterns with two-dimensional shapes in numeracy that they then used as a score in music, eventually in playing their tune. These examples indicate that the teaching of numeracy skills is generally good. Initiatives such as 'Springboard' have concentrated on raising attainment for targeted groups in Years 4 and 5. Booster classes for Year 6 pupils have helped to raise the attainment of all pupils, especially the lower ability pupils, and have contributed to the school's favourable results at the end of the year. The mathematics coordinator maintains and organises a good range of resources, which have improved since the previous inspection.
114. Assessment is carried out each term and data is collated and analysed. Targets are set for groups of pupils but they are not sufficiently refined to help the pupils know what it is they have to do next to achieve the target. Better use of assessment is required through teachers' planning to ensure that all pupils make appropriate progress over time, and evenly across the school. However, the school has already taken some initial steps to make successful use of assessment to target pupils' future work, particularly by the Year 6 teacher.
115. Mathematics is led by an enthusiastic co-ordinator, who has a clear view of what is needed for the future. The current monitoring of the quality of provision in mathematics includes observation of parts of numeracy lessons, undertaken by the local education authority numeracy consultant and an examination of pupils' written work. Written and verbal reports have been shared with the link numeracy governor and consequently the governing body is generally well informed. The coordinator's monitoring requires further rigour and a plan of action to take into account the evidence from the scrutiny of pupils' work and observation of pupils in the classroom to ensure that they make good progress over time. The report to the senior managers and the governing body would be enhanced by reference to the monitoring of pupils' progress and the effectiveness of new developments.

SCIENCE

116. Standards at the end of Year 6 are likely to be average and much the same as reported in the last inspection. However, the proportion of pupils achieving the higher levels in science at the age of 11 has improved considerably since the last inspection. The national results in 2002 show that standards in science are in line with the national average; in comparison with similar schools they are well above the average. The proportion of pupils gaining the threshold Level

4 or higher is well above the national average and the proportion of those achieving the higher Level 5 match the national average. The inspection evidence confirms these test results and the rising performance at the higher Level 5.

117. At the end of Year 2, standards in science are on course to match the national average for seven-year-olds, which means the school is maintaining the standards reported in the last inspection. The number of pupils gaining the higher Level 3 has, however, risen. In 2002, standards, as assessed by teachers, are above average at the threshold Level 2 or higher and average at the higher Level 3. The 2002 results, therefore, represent a significant improvement since the last inspection, at both the typical and also at the higher level. The 2002 results compare favourably with the national average and with the average for similar schools. The inspection evidence indicates that, at this stage of the year, the current Year 2 pupils are making steady progress. Most of them are likely to achieve the expected Level 2 and the number of pupils gaining the higher Level 3 remains considerable.
118. All pupils, including those with special educational needs and those for whom English is an additional language, make at least satisfactory progress. The higher attaining pupils are generally working at the level appropriate for them. Pupils undertake a number of practical science activities to learn and practise their investigative skills. Most of their work in science is recorded on commercial worksheets: these are restrictive because they provide only limited opportunities for pupils to demonstrate their real understanding of what they have learnt. Nor do they give an accurate view of the progress pupils make over time.
119. By the end of Year 2, pupils observe and describe the features of a range of plants and animals. They show a good understanding of the conditions of growth, and seed dispersal. They are aware of some sources of light and the use of electricity in everyday appliances. Their current work on electricity shows that they are beginning to understand simple circuits and the use of switches to break them. In one Year 1 lesson, pupils made a good effort in identifying how they could make sounds, before recording in pictures and text how sounds were made.
120. Pupils cover a full range of ideas in science by the end of Year 6. They build on previous skills and carry out investigations with confidence and understanding. Pupils can explain 'fair testing' with one variable and make predictions based on their prior learning. They are beginning to evaluate their results as well as to comment on how they could improve their investigations, although more work is still required to prepare pupils for appraising their own work. Pupils learn a suitable number of facts about the physical world, including studying the planets and the everyday effects of light e.g. making shadows. Currently they are working on some materials and testing out, whether, and how, they can be separated. The investigation is leading them look at the extent to which some materials change and the processes involved in change. Higher attaining pupils in Year 6 confidently use the scientific enquiry skills to suggest improvements to an activity for separating different solids.
121. As pupils move through Year 3 to Year 6, they continue to learn an adequate range of new scientific ideas. Pupils in Year 3 investigate materials and some are able to explain how a fair test could be carried out, for example, how many times each of the materials could be rubbed

with a piece of sand paper. They test their durability and whether or not they are waterproof. In Year 5, pupils investigate sound further by exploring how sounds are produced before making their own musical instruments linked to design and technology. Pupils are able to draw on their previous experiences and use terminology such as 'vibration'. Year 5 pupils are able to explain their basic understanding of the solar system and some are able to explain how they use the Internet to find out the distance between some planets and the Earth. They also examine light sources, although they are less clear about how shadows were formed. During the inspection, Year 5 pupils continued their work with solids, liquids and gases. In the lesson observed pupils investigated, with some success, that sand has air below the grains. Whereas younger pupils know how to make a bulb work, by the age of 11 pupils investigate circuits and the brightness of bulbs in series and parallel circuits.

122. Pupils have positive attitudes towards science. This represents some improvement since the last inspection when pupils' response ranged from good to unsatisfactory. Pupils work together and are willing to engage in discussions before making final decisions about their investigations. In discussions with inspectors, pupils confirmed that they cover a broad range of work and develop sound investigative skills as they move through the school. Often the experimental work excites them. For example, when using a magnet pupils in Year 6 were amazed at how many iron filings they were able to capture from the sand and likewise, pupils in Year 1 were surprised and excited by the range of sounds that they could make with different parts of the body. Teachers and teaching assistants know their pupils well and relationships are very good. This adds to the quality of learning for all pupils particularly those with special educational needs. Pupils' self-esteem and confidence is high; a direct result of the value which teachers place on the contributions of pupils.
123. Occasionally numeracy skills are used in recording pupils' work. Charts and graphs are present in most classes. Pupils use and interpret line and block graphs, but these are not always drawn neatly or accurately. Literacy skills are not well developed because of the wide use of commercial material.
124. Teachers' planning is generally satisfactory but needs to be refined, as currently too few activities are matched carefully enough to the needs of pupils. In some lessons, some pupils make insufficient progress and their progress over time is limited. Pupils with special educational needs cope well with the practical work but insufficient thought is given to how their recording matches the targets in their individual education plans. The new scheme of work covers all areas of learning and ensures continuity year-on-year, but does not, as yet, allow for the varying abilities of pupils. The profile of science was raised during the Science Week when all pupils were involved in a range of activities. Sex education is satisfactorily planned and taught as part of the science curriculum.
125. The teaching observed was good, with some very good teaching in Years 1 and 6. However, taking in account pupils' written work, discussions with pupils and teachers and the scrutiny of teachers' planning, the quality of teaching was satisfactory overall. The best teaching is characterised by teachers' good subject knowledge; the sharing of what is to be learned with pupils; brisk pace to the lesson; and appropriate time for pupils to complete their activities. These are the lessons in which pupils get good opportunities to learn by exploring and

investigating, rather than being given information and being told what is going to happen. Pupils take greater responsibility for their planning. When teaching is satisfactory, opportunities for pupils to make decisions about their experiments are limited. Pupils are often less skilled in recording their activities. Pupils in Years 5 and 6 receive specialist teaching from teachers at the local secondary school for some of their work.

126. Assessment procedures require further refinement to enable teachers to make consistent judgements about standards and to use assessment for providing greater challenge for pupils. Marking is regular, mainly to celebrate achievement. It is neither used to inform pupils when they have achieved their targets nor how to improve. When teachers do make comments on pupils' work, there is rarely a response from the pupils. Some of the work is incomplete and too often pupils with special educational needs do not have sufficient time or skills to complete the work provided for all pupils. Presentation is generally satisfactory but is inconsistent. Too often words related to the topic are spelled incorrectly.
127. Curriculum guidance is based on commercially produced materials not closely matched to the needs of the pupils. The coordinator has made a start by monitoring pupils' work, although this has not yet been assessed against the national curriculum levels. Thus teachers' views of the pupils' progress are not fully secure. Though national and school tests are analysed, this has not yet led to setting targets for individuals and groups of pupils. The coordinator's current plan of action includes the evaluation of the present scheme of work and observation of teaching and learning to iron out inconsistencies. In addition to classroom observations, further rigour is required in the monitoring of the subject by combining analysis of results, teachers' on-going assessments, including the marking of pupils' written work and an examination of teachers' planning. The value of the coordinator's plan of action would be further enhanced by including this range of monitoring activities and by reporting the findings to the senior managers and governors.

ART AND DESIGN

128. Standards in art and design are on course to be above those expected for Years 2 and 6 and represent a significant improvement since the last inspection. Whilst it was only possible to observe two lessons in art and design, in Year 4 and Year 6; a substantial amount of evidence was collected through teachers' planning, sketchbooks and art and design work on display. All the evidence indicates that pupils, including those for whom English is an additional language and those with special educational needs, make good progress in the subject.
129. When pupils join Year 1, they make good progress overall in drawing and painting because these skills are taught consistently. They begin to use line and shape with confidence and their skills in observational drawing are developing well. Pupils in Year 1 drew detailed pictures of plants they had observed, demonstrating a good use of hard and soft pencils to create straight and curved lines and texture through shading. By Year 2, pupils' work in art and design demonstrates that they have learnt to mix colours well and they are developing techniques to create remembered or imaginary ideas. They experiment with different printing techniques and use ICT to create images.

130. As pupils move through Year 3 to Year 6, they apply their skills in an increasingly wide range of media. Year 3 pupils use the same computer program as Years 1 and 2 to print pictures using straight black lines and blocks of colour to create pictures in the style of Mondrian. Their finished pictures show that they build on their previous experience as many pupils are able to use colours to create a particular effect. Year 4 pupils create good portraits of Tudors, for example, Lady Jane Grey and Ann Boleyn, using pencils to tone and shade. They know about famous artists such as Monet and Van Gogh and can identify some of their works. Year 6 pupils study other artists, for example Cezanne, Miro and create pictures using a range of media. Pupils' work in observational drawings has continued with good results and has now progressed to abstract paintings inspired by their observations of the local environment.
131. Pupils satisfactorily explore art from different cultures and traditions, for example, from India and Africa, though there is still some room for further work in this area. Good cross-curricular links are established with other areas of the curriculum, for example history, ICT, geography and design and technology. All pupils benefit from visiting artists who help them to create group paintings, which are now on display to enhance the environment around the school. Ceramic tiles, to mark the millennium, are now an attractive feature in the playground. The curriculum is broad and balanced and supplemented by visits to the local Art Gallery and Museum. Sketchbooks are used consistently well throughout the school. The quality of sketching has improved since the previous inspection.
132. Whilst it is not possible to make a secure judgement on the overall quality of teaching across the school, the two lessons seen were good or very good. These were well planned, organised and resourced. Teachers spend an appropriate amount of time demonstrating to the pupils the skills to be explored and developed. They have high expectations of their pupils who respond very well and work with diligence and care. Teachers and classroom assistants give suitable advice to individual pupils without interfering with the ownership of their work.
133. The subject is well led and managed by the coordinator. The school has an effective policy and scheme of work to guide teachers' planning. Pupils' work is now assessed at the end of the year, which is an improvement since the last inspection and a portfolio of work is maintained. However, the assessments made across the school are not sufficiently moderated to assist teachers in their on-going assessment of art and design. This means the annual and the on-going assessments are not fully able to inform teachers' planning of what pupils should learn next. Resources for art and design are good, well organised and accessible to teachers. Teachers' subject knowledge has been improved through recent training, led by the coordinator and other outside providers. The coordinator has observed teaching and has developed clear guidelines to help form her judgements. The leadership and management of art and design contribute well to pupils' enjoyment of the subject and the standards they achieve.

DESIGN AND TECHNOLOGY

134. As in the last inspection there was a lack of evidence to make firm judgements in all aspects of design and technology. It was possible to make three lesson observations, scrutinise pupils' work and displays of finished products and models and to hold discussions with pupils and teachers. The available evidence indicates that at the end of Years 2 and 6 standards in design and technology are likely to be similar to those found in most schools, particularly whilst pupils are developing, planning and communicating their ideas initially. Opportunities for seeing pupils evaluating their on-going and finished products were limited as were that of their working with tools. Pupils across the school are good at discussing their work whilst it is progressing, most feel confident to make and accept suggestions. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress.
135. Year 2 pupils made a start with the design of a hand puppet based on a character from a traditional story. They discussed materials they might use and readily offered suggestions for their use. For example, one pupil suggested that black feathers could be used to make a crow. Pupils made good quality, detailed drawings and labelled them clearly. Those with special educational needs and the lower attaining pupils were well supported in labelling their drawings. At the end of the lesson, pupils discussed a range of ideas about how they might attach materials to the puppet. All pupils made good progress at the design stage of their work.
136. In a Year 4 lesson pupils designed pop-up cards linked to a literacy theme of pirates. They were eager to show and discuss pop-up books made previously using different models of step pop-ups and talking mouth pop-ups. A group of Year 6 pupils explored ideas for making a pencil case by investigating the visual and tactile qualities of a range of containers. They then prepared drawings of the design and together made thoughtful decisions about materials and fastenings needed for their product. By the end of the lessons some very good pencil case designs were ready. Pupils with special educational needs were well supported.
137. Pupils' behaviour was good in lessons, as were their attitudes to design and technology. Pupils show enthusiasm for their work. They enjoy designing and making and are willing to discuss their work as it progresses and when it is completed.
138. The quality of teaching over an extended period has been satisfactory, although in the three lessons observed it was at least good. Occasionally, in summing up part of a lesson, pupils are given insufficient opportunities to explain what they have done and how well they have done. Teachers are then unable to check pupils' understanding or to stretch them further to ensure good progress. In some finished work teachers' high expectations are not successfully realised. For example, models finished by pupils in Year 6, when they designed objects for the playground, were not of expected standard. However, the best teaching was characterised by good planning which ensured that the tasks were suitably matched to the needs of the pupils. Other strong points included: skilful use of questioning that challenged pupils' thinking; good management of pupils; and high expectations that secured pupils' intense commitment.

139. The school makes effective use of the QCA schemes of work that help teachers to plan a balanced programme of work for pupils across the school. Good links are made with other subjects such as science, mathematics and art and design. Further resources have been purchased since the last inspection to support the scheme of work planned. A good link has been made with the local secondary school to enable pupils from Year 3 to Year 6 to visit the school for food technology lessons and for higher attaining Year 6 to undertake more demanding work in design and technology.
140. Appropriate systems are in place to assess pupils' work in design and technology and track their progress. Samples of pupils' work are kept to assist the coordinator in forming an overview of the subject. As it is not yet moderated, its value as a point of reference for making consistent assessments, and to inform teachers' future planning is limited. The coordinator, who is new to the role, is aware of the need to moderate pupils' work.
141. Monitoring of planning and pupils' completed work is regular. Without occasionally observing pupils at work, the coordinator is not able to check out their progress in the practical skills that are at the heart of the subject. These are not observable in teachers' planning or in the finished products. Monitoring, therefore, lacks the benefits of bringing together observations of all activities. At best, the coordinator has a partial view of pupils' progress. More rigour in monitoring and a plan of action are required to direct further developments in the subject.

GEOGRAPHY

142. Due to the structure of the school's timetable and the limited time available, it was not possible to observe any lessons in geography. This means no judgement is made of the quality of teaching. However, evidence was collected through scrutiny of pupils' written work in the subject, teachers' planning and discussions with teachers and pupils. Based on this considerable range of evidence, it is clear that standards are on course to be broadly average at the end of Years 2 and 6. The pupils' progress has improved and is no longer unsatisfactory for pupils between Years 3 and 6, as was the case in the last inspection. The planning for the subject has improved. Pupils with special educational needs and the few pupils, for whom English is an additional language, make good progress because they are often a focus for additional support.
143. Pupils know a great deal about their local area. In Year 1, pupils are well aware of the local features and the differences in the types of houses in the streets close to the school. The display of their drawings of houses shows how well they have understood the key features, such as type of house, shape of windows and the differences in height. Year 2 pupils extend this knowledge of their local area by using a range of maps of the locality and identifying any changes that have occurred. They can describe what the place is like, understand the road signs and use fieldwork skills to complete a traffic study. Their bar graphs clearly show how busy their neighbourhood is and the different kinds of vehicles that use the area. Pupils comment upon the information displayed. In Year 1, pupils learn about places in imaginative way. 'Where in the world is Henry Bear?' captured their interest and developed a keen

- interest in places. It extended their knowledge of the world. These pupils found out about places in an enjoyable way, as some of them believe that Henry is real!
144. By Year 6 most pupils have a good understanding of the human and physical features in Plymouth. The use of the Internet has enabled them to recognise the differences and similarities more easily in their study of Montreuil in France. The pupils analyse evidence, plot graphs and draw conclusions about the weather patterns and climate.
145. Other age groups also demonstrate knowledge and understanding of different places. Year 3 pupils used a video, pictures and stories to compare life in Plymouth with that of life in Chembakoli, a village in India. The work on the farming seasons in the Nilgiri Hills was particularly well done, as it showed a good understanding of planting, weeding and the harvesting of the crops. Their collage on display relating to Jenny Cliff and Bovis was very effective and showed how well the pupils understood coastal features. Year 4 pupils are able to explain how St Lucia is different from their own area in terms of weather, buildings and work, particularly that of a banana grower. Their work is well presented and indicates that their observation skills in comparing different environments are developing reasonably well. Pupils are aware of the recent news about the decline of bananas and many are able to express their views on the effect this might have on their lives and the future of the banana trade.
146. Pupils undertake fieldwork when they visit places of environmental interest in their local region. These visits provide practical opportunities for learning and reinforcing geographic skills. The cross-curricular links, particularly with art and design and ICT, are meaningful and enhance pupils' knowledge and understanding of geographical ideas.
147. The school has a new policy and has adapted the most recent curriculum guidance. Together, they have improved planning for the subject and have enabled the school to deal successfully with some of the weaknesses identified in the learning for older pupils. For example, now they have greater knowledge of other countries, do more fieldwork and are aware of many of the environmental issues. Resources for geography are adequate.
148. The coordinator has kept abreast of recent changes occurring nationally and has successfully rectified many of the issues raised in the previous report. Monitoring of teaching has just begun. The portfolio of pupils' work shows a secure understanding of the standards for each level of performance. Teachers assess pupils' attainment at the beginning of the autumn term but this assessment is insufficiently focused on pupils' progress towards understanding the objectives within each unit of work and its use for future planning is limited. Assessment and its use remain areas for improvement.

HISTORY

149. No lessons in history were seen during the inspection due to the school's timetabling and the constraints of the time available for inspection. Consequently no judgement on the quality of teaching is made. Based on the evidence from one unit of work in the pupils' books, displays, teachers' medium term planning and discussions with staff and pupils, the standards achieved are likely to be broadly in line with the national average at the end of Years 2 and 6. Although

this matches the judgement made at the previous inspection, some improvement has been made. Pupils with special educational needs and the small number of pupils for whom English is an additional language make good progress. Overall, pupils' achievement in history is satisfactory and is not as uneven as was reported in the last inspection.

150. A new policy has been written and the school has adapted the most recent national guidance for history. Through both of these developments, the school has responded well to some of the judgements in the previous report. For example, teachers' planning is now clear about what should be expected of pupils of different ages.
151. By the end of Year 2 pupils know facts about and understand aspects of, life in London in the 1600s. They have a reasonable knowledge about, 'The Great Fire of London,' and Samuel Pepys and understand the impact of strong wind on wooden houses in the event of a fire. Pupils satisfactorily interpret historic events and situations. They particularly enjoy looking at old artefacts and discussing ways in which life is much better today than in the 'olden days' for instance, how the better quality of household gadgets such as weighing scales, irons and washing machines make modern life more comfortable.
152. By Year 6 pupils' enquiry skills are developing well. They select a range of sources for collecting of historical information they need. They link information gathered from books and on the Internet to gain and extend their knowledge, and develop their understanding of the Vikings. Pupils decide what they would do in past situations and then consider the costs and benefits of their actions. The work shows good overall use of historical terms and an understanding of chronological knowledge of the Vikings in Britain's from AD 793 to AD 1066.
153. Between Years 3 and 6, pupils engage in local history projects. Year 3 pupils' project on local history, 'What was it like to live in Stoke,' has given them an insight into the lives of people in the past and the changes that have taken place since 1893. The historical questions they wrote to a Victorian girl or boy showed that the pupils understood well the situations the imaginary boy and girl found themselves in. The visit to the 'Merchants House' and their subsequent word-processed accounts reveal that the pupils enjoyed the visit and linked it well to their work in mathematics, science and geography. The limited amount of work in the Year 4 pupils' books about the lives of the merchants and farmers included their pencil drawings of the wealthier people, which are meticulous and imaginatively portray the subjects' 'proud appearance'.
154. As yet, the coordinator has not observed the teaching of history in the school. Assessment procedures are in place but the use of them in informing future planning is still in an embryonic stage. Marking of pupils' work in history is not specifically focused on what pupils have learnt. This means the school has an insufficient view of pupils' progress in lessons and over time. However, the coordinator has kept abreast of new initiatives and has changed the rolling programme so that some pupils do not repeat topics in history. This has resulted in a balanced coverage for pupils in all years. Unsatisfactory teaching has been dealt with by: improving planning for the subject, introducing good frames for writing in history and

establishing links with pupils' work in English. As a result, the overall provision for the subject shows some improvement.

155. Resources for history are good and the school has filled the gap, especially for local history. The school has a good range of artefacts and a selection of pictures. Visits to museums provide further access to other artefacts. The local environment is used well as a valuable resource to gain better knowledge and understanding of its history. The use of ICT has increased and it has advanced pupils' independence in searching for information and improved the quality of their presentation. Video tapes, CD-ROMs and the Internet are available to pupils to make notes for their research.

INFORMATION AND COMMUNICATION TECHNOLOGY

156. By the end of Year 2 standards in ICT are likely to be line with those expected for pupils of this age and represent a clear improvement since the last inspection. Standards at the end Year 6, however, remain below those expected of 11-year-olds as was the case during the last inspection. However, a gradual improvement is taking place between Years 3 and 6. Overall, standards have risen and the school has the capacity to improve them further. Generally, pupils up to Year 2 make good progress and between Years 3 and 6 the progress made is steady, but not enough to reach national expectations.
157. In Year 2, most pupils are on course to become proficient in the skills of entering, saving and retrieving work due to the regular and effective teaching of ICT. All are familiar with the basic handling of the keyboard and the mouse. In one Year 2 lesson, pupils were beginning to type their text using the space bar, shift key, back space and full stop keys. With further practice they are on course to increase the speed with which they enter their information. They put their developing ICT capability to good use, for example, some of them used a digital camera and later integrated a text with pictures to add quality to their presentation.
158. Most pupils are confident using a range of applications by the end of Year 6. They can communicate through e-mails. Recently they exchanged e-mails with a charity website. They also confidently access websites for information relating to their work in class. When writing on screen they can resize and move images to an appropriate place to make the best possible visual impact. A brochure displayed in the ICT suite indicates that pupils are aware of the audience for their publication and the need to vary the presentation to capture their attention. Although pupils undertake a broad range of work to satisfy the ICT requirements and further work is planned, their ICT skills need depth as well as breadth. More consolidation is required to ensure that the ICT capability of most pupils is up to national expectations by the end of Year 6. Pupils are just beginning to understand how ICT can be used in controlling and monitoring events. More development is essential in this aspect of ICT.
159. Pupils' attitudes to ICT and their behaviour in lessons are good. They listen to instructions and pay close attention when teachers demonstrate the use of software. They stay on task and cooperate when working in pairs. Boys and girls, and those less confident in using computers, are given equal opportunities to learn new skills and to consolidate them.

160. The quality of teaching is good. Teachers have gained sufficient expertise through training and are better equipped to teach the subject than many of the teachers present during the last inspection. They are willing to acquire further skills. Teachers give clear demonstrations and instructions as to what the software can do, as was the case in one Year 6 lesson when the teacher introduced work on controlling devices. As a result, pupils know what is expected of them and they persevere and concentrate. The pace of lessons is often good. Assessment often takes place when teachers or other adults intervene to support pupils experiencing difficulty. This excludes those pupils who are getting on well with the task in hand who would also benefit from the teacher's comments on their precise capability. During lessons, pupils are not sure how to go about assessing their own work. To raise standards further explicit teacher assessment of work in hand and pupils' own assessment of their work are required.
161. Planning for the subject generally follows the QCA guidelines and enables teachers to provide a broad coverage. The establishment of the ICT suite has ensured that teachers provide regular opportunities for consolidating and reinforcing skills.
162. The use of ICT across the curriculum is now a strength of the school and effectively supports pupils' learning. It is a significant development since the last inspection. Displays in the school clearly reflect the extensive use of ICT. Pupils have drawn graphs as part of their traffic survey in their study of the local environment. A large number of captions and writings across the school indicate regular use of computers for writing purposes. Pupils confidently find information about their topics in geography and religious education through Internet sites. In work on 'things that move' and on 'light' and 'shade' pupils combine art and design and science. In another science lesson, pupils tried to sort solids and liquids by establishing a database. In art and design, pupils used blocks and colours to create attractive pictures in the style of Piet Mondrian. In mathematics, pupils, who studies shape and symmetry, used an art program to draw butterflies. Some pupils followed up their mathematical work with turns and right angles by successfully instructing a floor turtle. Many Year 3 pupils put together their own music.
163. The subject is well led. Monitoring and evaluation are progressing well and have provided the coordinator with a broad view of ICT across the school. The coordinator is thus able to focus support where it is most needed, including further training. The coordinator requires a precise view of where further improvements are essential to raise standards up to the national expectations by the end of Year 6. More checks on pupils' progress in the identified skills are, therefore, necessary, particularly as pupils move from Year 3 through to Year 6. The current arrangements for monitoring and reporting to the senior managers and the Standards Committee of the governing body require some strengthening. A written plan of action to improve pupils' progress and the regular reporting of its effectiveness would enhance the evaluation of the subject.
164. The school is adequately resourced and the number of computers matches national expectations. The current ICT development plan has the right priorities and includes a general provision for replacing, updating and adding to existing ICT equipment.

MUSIC

165. As only one lesson was observed during the inspection, the evidence is insufficient to make an overall judgement of standards in music at the end of Years 2 and 6 or of the quality of teaching across the school. Nor is it possible to make an overall judgement on the improvement made since the last inspection. However, in some aspects the school's provision has improved. Teachers' subject knowledge, particularly those teaching pupils between Years 3 and 6 has improved and continues to improve as a result of staff training that is clearly reflected in teachers' planning for the subject. Older pupils are now able to follow musical scores, which was not the case at the time of the last inspection. Evidence around the school indicates that pupils are aware of different composers and can recognise and name some pieces of music. Generally, composing and recording of music are given insufficient attention.
166. In the only lesson observed in Year 1 the quality of teaching was very good. Pupils made very good progress as a result of the teacher's effective planning and the brisk pace. The teacher's subject knowledge was good and was effectively communicated through her enthusiasm for the subject. The pupils participated with confidence in a variety of musical activities, for example, singing, performing, and joined in musical games that developed their skills of rhythm, beat, observation, listening and communication. Pupils sang "I'm being eaten by a boa constrictor" with good diction, pitch and sense of melody. Pupils with special educational needs and with English as an additional language fully participated in and benefited from the experience. These pupils are able to differentiate between pulse and rhythm and can create their own rhythms by using names of different countries and names of different forms of transport. The teaching assistant worked effectively with a small group of pupils, who made good progress as a result of her support.
167. In an ICT lesson, Year 3 pupils created and developed musical ideas of their own. In this lesson many pupils fitted lyrics to a piece of music with confidence. They were eventually able to put together melodies. The use of ICT enhanced pupils' skills in recording, altering and combining sounds. Pupils remained excited about the experience and looked forward to taking their ideas further in the following lesson.
168. Singing is a strength of the school and the pupils' enthusiasm is audible in the good quality of singing in assemblies. The provision for extra-curricular music is very good. Opportunities given to pupils help develop their skills in music. The school choir for older pupils performs in school concerts, in assemblies and community events. The Samba band attracts the participation and enthusiasm of both pupils and their teachers.
169. Resources for music are now adequate. The newly established creative arts room provides ample space for the teaching of music and the storage of instruments. The coordinator has good subject knowledge and enthusiasm for the subject and is fully aware what needs to be done to improve standards. Currently the school is working on raising the profile of creative arts, of which music is a part. Signs of pupils making imaginative links between subjects such as music and science, and music, art and design and drama are already there and are producing some exciting results. As yet, the coordinator has allocated no time for the monitoring of teaching and learning in music. Assessment in the subject is just beginning and

has far to go, which means that the school has an insufficient view of pupils' progress in music over time. Assessment does not yet inform teachers' planning for music.

PHYSICAL EDUCATION

170. It was not possible to observe any physical education lesson in Year 6. The inspection evidence collected on standards in Years 3 and 5 and the school's planning indicates that by the time pupils reach end of Year 6, the standards of their performance are on course to meet the national expectations. This implies that the standards are much the same as reported in the last inspection. All pupils, including those whose physical skills are underdeveloped, make satisfactory progress. No judgements are made on standards and teaching in Years 1 and 2 because no lessons were observed in those year groups.
171. In the two lessons observed, the quality of teaching was satisfactory in one and good in the other. In both, routines were well established, and apparatus and equipment sensibly handled. Safety was a high priority as both teachers and pupils were getting used to the recently refurbished hall. In the Year 5 gymnastics lesson, pupils of all abilities linked up both asymmetrical and symmetrical movements with a partner. Most pupils demonstrated improving control as the lesson developed. Relationships were good and pupils performed well together in pairs and small groups. In the Year 3 dance lesson, pupils worked well together and made good use of space; they carefully listened to and responded to instructions. Both boys and girls were happy to demonstrate their work and generally, they worked well together as partners. The pace was good but there were insufficient opportunities for pupils to acquire new techniques. The pupils were well behaved and enjoyed their physical activities. They responded well to music when planning and performing their balancing movements. Generally, pupils were insufficiently involved in evaluating their own performance and that of their peers.
172. A recently purchased scheme of work provides a broad coverage of the physical education curriculum and has clear guidance on how skills in dance, gymnastics, games and athletics should be progressively built up over time. Planning for physical education ensures that all pupils have regular opportunities to improve their performance in all aspects of physical development.
173. The school hall now provides adequate facilities for indoor physical education. The playground is not suitable for many outdoor team games, such as football and netball, but is well marked for small team games. The school successfully makes extensive arrangements to use additional facilities. Older pupils attend gymnastics lessons at the local secondary school. In Year 5, pupils swim daily at the local swimming baths during a three-week block of time. This usually means that all pupils can swim by the time that they reach the age of 11 and, therefore, meet the National Curriculum requirements. Pupils have good water safety skills. The school has been successful in gaining a lottery grant that will enable basketball to be developed. Good links exist with local teams such the Plymouth Raiders, Plymouth Albion and Plymouth Argyle. Other extra-curricular sporting activities include opportunities for water sport and a wide range of residential activities from Years 3 through to Year 6.
174. The newly appointed coordinator has introduced the new scheme. Monitoring arrangements require strengthening. The coordinator is working closely with colleagues in other schools to improve standards through the Primary Link Teacher Programme. As yet, pupils' progress

across the different aspects of the physical education curriculum and the school is not systematically assessed. This means the teachers' planning is often not as well informed as it should be by what pupils have already achieved so as to ensure progress over time.

RELIGIOUS EDUCATION

175. Standards in religious education are on course to reach the expectations of the Locally Agreed Syllabus at the end of Years 2 and 6 and they are much the same as they were during the last inspection. The pupils' progress has improved to broadly satisfactory across the whole school. Religious education and acts of worship make a sound contribution to pupils' spiritual, moral, social and cultural development.
176. By the end of Year 2, most pupils have a satisfactory knowledge and understanding of a small range of Bible stories. Their awareness of religious symbols and the meaning attached to them is developing. For example, they know what the symbol of a cross means to Christians. In the only lesson observed in this age group pupils learnt about 'what does it mean to belong to a religion?' through the performance of Christian baptism. From personal experience, many pupils were able to relate to some of the symbolism involved, such as font, immersion and a cross. However, some of them did not fully grasp the meaning of the ceremony because the over-reliance on the printed material and discussion, rather than practical demonstration, restricted their learning.
177. No lesson was observed in Years 3 to 6. However, scrutiny of planning, relevant displays throughout the school and pupils' written work, indicate pupils have covered a fair amount of ground. The inclusion of world faiths in the religious education provision is an improvement since the last inspection, the current focus being on Hinduism. Pupils in Year 6 located and collected a considerable amount of information on this topic through the Internet. As a result, they know what a Hindu temple looks like and the symbols that are associated with it. They also have an idea of what Diwali means to Hindus, although pupils' written work indicates that some of them do not fully understand what the festival stands for. Pupils have examined what was known about Jesus and interpreted in the modern context what Jesus did or was trying to do. This work provided a good challenge for most pupils. Some pupils produced responses, which showed a clear lack of understanding of what was expected of them. In Year 4, pupils are aware that there are different views on the creation of humankind and are aware of Christian and Hindu accounts. They have written an interesting narrative on '*my name is Eve ...*', on the lines of the story of Adam and Eve and a creation poem. Both writings show pupils' growing skills in retelling events.
178. One teacher, with sufficient expertise and enthusiasm, teaches the subject across the school. It is not possible to make a secure judgement on the quality of teaching in lessons, because only two lessons were observed: both were satisfactory. This judgement is consistent with the scrutiny of pupils' written work and the teacher's marking and planning. In lessons, the teacher mainly relies on showing pictures, follows it up by a question and answers session and finally requires the pupils to complete worksheets. Pupils' responses are satisfactory. Planning for the subject is now strong as it systematically follows the guidance given in the locally agreed syllabus and provides a good balance between what pupils learn about religion

and from religion. It suitably includes development of religious education skills, particularly investigation, guided reflection through teacher questioning and pupils' responses. However, its rigid implementation does not always allow the teacher to cater for the needs of different groups of pupils, particularly the higher attaining pupils whose written work indicates that they have been insufficiently challenged. The teacher's marking and the on-going comments made during the lessons are too general and do not comment on pupils' achievement in religious education. This means that the assessment does not fully convey to pupils what they have done well and what they need to do next to improve their performance in the subject.

179. Arrangements for monitoring and evaluation should be clarified as the sole religious education teacher is also the coordinator for the subject. Intentions for the future of the subject are, however, clear and appropriate. Resources, including artefacts, to support the teaching of non-Christian faiths are now adequate and the increasing use of ICT successfully promotes pupils' investigation skills. Local resources, including places of worship and the clergy, are used effectively to provide pupils with first-hand learning opportunities.