

INSPECTION REPORT

GOOSEWELL PRIMARY SCHOOL

Plymouth

LEA area: Plymouth

Unique reference number: 113345

Headteacher: Mr John Heath

Reporting inspector: Geoff Burgess
OIN: 23708

Dates of inspection: 20th January 2003

Inspection number: 247351

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant & Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Goosewell Primary School
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Plymouth

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Appropriate authority: The governing body

Name of chair of governors:

Date of previous inspection: January 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Goosewell Primary School serves a wide spectrum of families of almost entirely British heritage most of whom comes from the streets surrounding the school including the largest naval estate in Plymouth. Because of this, movement of pupils in or out of school other than at usual times is more than in most schools but take up of free school meals is low. The school is popular in the area and the number of pupils on roll has increased by more than 100 since the last inspection to nearly 600. Less than a fifth of pupils are on the special needs register but 15, a relatively high number, have statements of special need. Attainment on entry is similar to that found in most schools with the full range of abilities represented.

HOW GOOD THE SCHOOL IS

This is a good school where very good leadership has ensured a period of growth with good teaching enabling pupils of all ages to achieve well and gain in confidence. With average funding and attainment on entry, the school provides good value for money.

What the school does well

- Good teaching, with much even better, and very good work by support staff, ensures that pupils achieve well in literacy and numeracy and standards are improving year on year.
- Pupils who find learning difficult are very well catered for and make good progress.
- Four and five-year-olds make good progress thanks to the high quality provision made for them in the youngest classes
- Boys and girls make a good contribution to their own learning by their enthusiasm for school, good behaviour and very good relationships
- It works well with parents in the best interests of their children and keeps them well informed about the life of the school community
- Very good leadership by the head and deputy head is maintaining its excellent environment and well-deserved high reputation in the community.

What could be improved

- Underdeveloped assessment and classroom monitoring arrangements in the foundation subjects are leading to inconsistencies in overall provision and standards in parallel classes.
- The current management structure in this large school makes it very difficult for individual subject coordinators to monitor provision properly and support their colleagues
- Fewer pupils are attaining higher standards in national tests than might be expected given the good numbers achieving average standards

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Results achieved by school leavers in national tests have improved by much more than the national trend since the last inspection in January 1998. Just as commendable were the very good gains made by 11 year olds in 2002 over what they achieved as seven-year-olds in 1998. All the issues raised then have been dealt with and several areas have become strengths. Provision for children in their first year and for information technology throughout the school is very much improved. Management roles and responsibilities are clear and monitoring and evaluation are used much more in the school. Overall improvement is very good.

STANDARDS

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

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

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

Standards achieved by 11 year olds in national tests have improved each year since the last inspection in 1998 with a surge in 2001 and 2002 taking English and mathematics from below average to above and science from average to well above. The school achieved its best ever results in all three subjects in 2002 with a well above average improvement since the same group of pupils took national tests in Year 2 in 1998. A substantial increase in the number of higher attainers is especially noteworthy. Results in tests taken by seven year olds have also improved greatly in the past two years from well below average in reading and mathematics and below in writing to matching national standards in each. Current standards achieved by seven and eleven-year-olds in reading, writing and mathematics are average which though not as good for older pupils, represents a significant improvement from the well below average results achieved by the same group of pupils when they were seven. However, fewer pupils are achieving higher standards than might be expected. Overall standards in other subjects including science are as expected with strengths in art and in other subjects where teachers have particular expertise. Achievement is good in most classes including the foundation year and pupils who find learning difficult make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils thoroughly enjoy their time in school and most are wholehearted in their approach to learning. They are very keen to talk about their work, proud of their achievements and their school and work hard to complete tasks set. Attitudes to school are very good.
Behaviour, in and out of classrooms	Pupils' thoughtful behaviour and very good manners around the site help to make school a happy, positive experience. Behaviour in class is usually good, often very good but sometimes when activities fail to capture their interest, inappropriate behaviour by the few wastes time for the rest. Behaviour overall is good.
Personal development and relationships	Boys and girls get on very well together, relate well with the adults who look after them and are very thoughtful and welcoming to visitors. This is a key factor in the school's happy, relaxed feel. Most pupils act in mature and sensible ways, appreciate the contribution made by others and are happy to take on any responsibilities when they are offered.
Attendance	The school ensures that it provides a secure and happy environment and very good attendance and punctuality support pupils' learning.

The great majority of pupils make a substantial contribution to the life of the school by their good behaviour, cheerful and positive attitudes and interest in their work. Relationships are very good and pupils enjoy taking responsibility for some aspects of the life of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Very good	Good	Good

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

Teaching overall is good with much very good, notably in the foundation year and Key Stage 2, and very little unsatisfactory. High quality provision including the contribution made by teaching assistants in the foundation classes is enabling four-year-olds to make a successful start to their school careers and, with all good and very good lessons, year four are having a very successful year. In other classes better teaching is mainly associated with the abilities of individual teachers

but the great majority of lessons in each year group are at least good. In every subject observed most lessons are at least good with very good teaching in most including literacy, numeracy, science and information technology. Unusually, difficult behaviour takes up teaching time in a few classes and learning is inhibited – sometimes this is associated with inappropriate activities being provided for the pupils involved and weaker class management. Otherwise boys and girls make a good contribution to their own learning. Pupils who, for various reasons, find learning difficult are very well supported by teaching assistants and they make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All pupils have access to a suitably varied curriculum enhanced by the contribution made by extra-curricular activities, especially in the older classes. Literacy, numeracy, art and information technology are strongly represented and most other subjects provide stimulation and balance. Good planning arrangements ensure adequate coverage and that parallel classes receive a similar diet. Provision to enhance pupils' personal, social and health education has some strong features but is not consistent across the school. The very well developed curriculum for children in the reception classes is appropriate & relevant to their needs.
Provision for pupils with special educational needs	Any children who show signs of not achieving as well as hoped are identified early and the school has a comprehensive system for assessing and meeting their needs and monitoring progress. Parents are fully involved and appropriate targets in their individual plans are regularly updated. Provision and teaching is very good and pupils with special needs make good progress. However, some extra help unnecessarily takes pupils out of lessons in other subjects and activities they would otherwise get a great deal from. The school is rightly proud of the way pupils with very special needs are supported and these pupils make very good progress.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Staff make good provision for promoting pupils' moral awareness with good arrangements for pupils to study and appreciate the visual arts, their own cultural heritage and to celebrate the cultural diversity of others. Music, however, has a lower profile in the school. Provision for the development of pupils' social skills and attitudes are satisfactory but not enough attention is given to helping pupils to reflect on the more spiritual aspects of their growth. Overall provision is satisfactory.
How well the school cares for its pupils	Teachers and other staff know the children well and take good care for their safety and well-being. School procedures for these aspects are mostly very good with child protection procedures satisfactory. Assessment arrangements to keep an eye on academic progress and guide planning in literacy and numeracy are good but procedures for monitoring progress in the other subjects have not been properly established. Personal and social development and good behaviour are actively promoted but few records of trends and events are kept.

The great majority of parents are pleased with the way the school is helping their children to learn and make a positive contribution to the process especially with homework. Links with parents are good with the school providing a good range of general information. However, the school is aware that written reports do not provide the sort of information parents would like to see.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head and deputy head have shown very good leadership in bringing about a steady growth in numbers on roll, standards and reputation over the past few years. With the staff and governors, they have created a learning environment and school ethos of which the whole school community has every reason to be proud. Development in the key areas of the foundation stage, special needs, literacy and numeracy has been very well managed but, as staff numbers have grown, individual coordinators responsible for other areas have found it increasingly more difficult to monitor & manage their subjects and

	aspects as well as they would wish.
How well the governors fulfil their responsibilities	Governors are very supportive and keen for the school to succeed. They have developed good arrangements for fulfilling their responsibilities, know the aspects of the school for which they are responsible through hands on monitoring and reports from managers and are aware of its strengths and limitations. The head and deputy head have ensured that they are fully involved in identifying what needs to be done to keep improving and as a group, in committees and individually they are providing the school with expertise and necessary practical and moral support.
The school's evaluation of its performance	Arrangements for identifying priorities for development are much improved and the consequent school improvement plans provide an appropriate agenda for focusing the efforts of the school. The head and senior staff monitor teaching and deal with performance management but most subject coordinators have little opportunity to check on what is happening in classrooms in their subjects. Improved assessment arrangements have helped in the analysis of national test data recently and areas for improvement are noted and targets set. However, ongoing evaluation is limited by many teachers not being fully aware of what average and good work or performance entails for the pupils they teach for teacher assessment purposes.
The strategic use of resources	Goosewell School makes good use of its excellent accommodation and good supply of resources. The generous number of well trained and managed teaching assistants are very well deployed to support pupil's learning but more use could be made of the considerable expertise of individual teachers. All other support staff are making a very good contribution to the life of the school. Spending targeted on agreed priorities is carefully managed and monitored to ensure best value. This has been most evident in the ongoing development of the accommodation. All aspects of the school's financial and other administration are carried out efficiently. The school is well resourced in all areas except music and the provision of outdoor equipment for pupils to use during breaks and lunchtimes.

The head deserves great credit for leading the whole school community in taking the school from a disparate, poorly run and accommodated institution to one which has a high quality environment, many strengths and a very good reputation.

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 enjoy going to school • teaching is good and their children are making good progress • pupils work hard and do their best • the school is helping pupils to grow up sensibly and behaviour is good • the staff are very approachable • the school is well led and managed 	<ul style="list-style-type: none"> • the work their children are expected to do at home • information about how well their children are doing

Inspectors agree with the positive comments made by parents and that reports could be more informative. However, the arrangements made for homework are better than those observed in most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results in national tests for school leavers have improved in English, mathematics and science at approximately twice the national rate since the last inspection in 1998. In English and mathematics this has involved the equivalent of about a year's gains taking the school from below average to above in both subjects. In science the improvement has been even greater with the national comparison going from average to well above. It is significant that while national standards have levelled out with very little improvement in all three subjects in recent years, the school's results surged from average in 2001 to above and well above in 2002. A key factor in all this in 2002 was the increase in the number of pupils achieving higher levels. When matched with similar schools, 2002 saw the school achieving well above average standards in all three subjects. In addition, when the results for this year group are compared with the results they achieved as seven-year-olds in 1998, the group improved by the equivalent of at least two terms more than pupils in most other schools. The past two years have also seen a big improvement in standards achieved by seven-year-olds as shown by national tests especially in mathematics and reading taking the school up to average from well below for this year group. Numbers achieving expected levels in writing also improved to above average but the lack of any pupils at higher levels in 2002 limited the overall results to average.

2. The attainment of boys and girls starting school for the first time is broadly similar to most schools with the full range of abilities. Very good provision is already leading to children, some only just in school, achieving well and the great majority will have achieved the early learning goals in all the areas of learning before the end of the school year, some well before.

3. Pupils are making steady progress in reading, writing and numeracy in Years 1 and 2 and achieving average standards. Overall achievement in literacy and numeracy is good throughout Years 3 to 6 though progress is not consistent between different classes within most year groups and as a consequence, sometimes between year groups. Most pupils in Year 6 are working at average levels which though not as high as in the previous year, shows very good improvement on the well below average standards achieved by the same pupils in their Year 2 tests. Good work by teaching assistants taking focused groups in literacy and numeracy helps to ensure that the numbers of pupils achieving average standards meets the school's targets in this area. However, the number of pupils working at higher levels is lower than expected especially in writing and numeracy in Years 3, 5 and 6. Subject to the same reservations noted above for literacy and numeracy, standards in science are broadly average throughout the school.

4. Overall, pupils are making steady progress and achieving expected standards for their ages in most other subjects. The two exceptions are in art, where achievement is good throughout the school and the standard of pupils' work is better than that seen in most schools, and in information technology where pupils of all ages are making good progress and where standards are building through the school in all aspects of the subject. However, limited assessment and classroom monitoring arrangements for all other subjects has meant that the quality of work or performance often varies from class to class in a year group depending on the expertise of the teachers concerned. This is particularly the case with music, where very little support with planning or teaching is available, and in religious education which has a lower profile in the school than other subjects. However, good and sometimes very good achievement over the past few months was observed in individual classes in most subjects.

5. Pupils with special needs (SEN) achieve well over time and make good progress in lessons due to carefully planned work and very good support from teaching assistants. All SEN achievements are enhanced by very good liaison with the enhanced special provision (ESP) throughout the school. Some pupils at stages 2 and 3 of the code of practice achieve level 5 in National Curriculum tests. The SEN register shows the effectiveness of pupils' individual education plans by some pupils moving from stage 3 to stage 2.

Pupils' attitudes, values and personal development

6. In the previous inspection, it was noted that pupils had very good attitudes towards their school and this is still the case. Very good standards of attendance and punctuality do much to support learning. Few pupils arrive late, and it is nearly always because of a medical appointment. They have generally good attitudes towards learning and quickly settle down to whatever activities are usual for the start of the day without needing any direction to do so. Pupils move about the school sensibly and purposefully, particularly in the new buildings. Most expect to find lessons interesting, and are willing to contribute their own ideas and suggestions. They respect the school environment and treat resources sensibly, and respond enthusiastically to good teaching, whether by school staff or by gifted outside visitors.

7. Pupils' ability to concentrate varies widely: when they are engrossed in a lesson, even very young children remain happily absorbed. However, in some lessons where pupils find the work insufficiently challenging, attention wanders and the level of casual conversation rises. Pupils work well together whether in groups or pairs, and show no hesitation about working with pupils of the opposite gender. In discussion, a significant number said they found playtimes boring and the featureless playgrounds uninspiring. A smaller number, mainly girls, said that they would like a quiet, sheltered area at playtimes where they could read or draw.

8. Behaviour is good overall, often very good, but occasionally unsatisfactory when individuals lose interest in what they are being taught. A few pupils try to challenge adult authority, calling out comments, and sometimes getting up and moving around the classroom. However, most pupils are quiet and attentive in class. Their consideration towards others and very good manners around the site help to make school a happy, positive experience. They are very polite and helpful to visitors. Boys and girls behave very well at lunchtimes, the noise level is noticeably low, and in assemblies, listening intently and joining in any activities enthusiastically. The fixed period exclusion in the last academic year was the first in eight years.

9. Overall pupils' personal development is good. The youngest pupils quickly learn to become independent and confident, moving around their large working area with assurance, using their initiative and taking responsibility for tidying up and choosing what to do. Older pupils carry out the responsibilities they are given around the school and in class well, although these are limited below Year 6. However, teachers rarely require them or give them the chance to take responsibility for what or how they learn or how to present their work. School councillors are very proud of having been elected to their position but at present the council is simply a means of conveying suggestions. It has not yet begun to see itself as a body which could initiate action, perhaps by organising fund-raising events or presenting assemblies. Pupils are aware of their targets in literacy and numeracy but otherwise show limited knowledge of their own learning.

10. Relationships in the school are generally very good. In a Year 5 dance lesson, pupils were quick to praise the work of others: 'they really know what they're doing' and spontaneously applauded one special performance. Pupils understand the impact of their actions on others, know right from wrong and have a well-developed sense of what is 'fair' and 'unfair'. They have a satisfactory understanding of the need to respect the values and beliefs of others. Teacher-led discussions in circle times show that pupils know tolerance is necessary in a community. They are generally articulate, willing to describe their feelings and to give their opinions: in a Year 4 session, pupils whose fathers were currently sailing with the Navy towards the Middle East discussed their fears frankly and received a sympathetic hearing from their classmates.

HOW WELL ARE PUPILS TAUGHT?

11. Teaching was described as a 'strength of the school' at the time of the last inspection with more than a quarter of lessons very good and outstanding. However, overall nearly one lesson in ten was unsatisfactory in each key stage. Teaching is once again a 'strength of the school' with a similar percentage of very good and outstanding lessons, only a few unsatisfactory lessons and almost half as many more good lessons than in 1998.

12. Overall this represents a good improvement especially in the foundation stage where teaching

is now very good. However, in the other two key stages the picture is much less consistent with:

- most teaching very good in Year 4 and no very good lessons in Year 1;
- very good lessons in each class in Years 3 and 4 but in only one class in Years 2, 5 and 6;
- more than three-quarters of lessons good and very good in each of English, mathematics, science, art, history, information technology and physical education but less than a half good in the other subjects.
- all but one literacy or numeracy lesson was good or better in Years 3 to 6, a third were satisfactory and unsatisfactory in Years 1 and 2.

13. Several whole school developments have contributed to this higher quality picture. These include:

- the effective implementation of the literacy and numeracy strategies and the foundation curriculum and the adoption of national schemes of work in other subjects which has provided a detailed agreed planning structure to aid consistency and progression
- taking a lead from the two strategies, learning objectives are now made very clear at the beginning of all lessons and most include summing-up sessions to review learning
- regular planning meetings ensure that learning objectives for pupils in parallel classes are the same and that good use is made of subject strengths in planning
- much better collection and use of information from assessments in literacy and numeracy to identify priorities and to modify planning
- a large increase in the number and the effectiveness of teaching assistants (TA), focused training and the enhancement of their role
- very good arrangements for identifying and supporting pupils who find aspects of learning difficult
- the upgraded computer suite and associated training has had a profound effect on the confidence and competence of teachers and pupils in information technology.
- performance management procedures have added structure, focus and purpose to the monitoring of teaching and continuing professional development procedures.

14. Many very good examples of the impact of these factors were observed during the inspection week. All teaching in the foundation stage shows the influence of the implementation of the foundation curriculum and the leadership of the deputy head in this area. Among several very good lessons, one activities based session after which she focused on mathematical development is a good example. In this, boys and girls moved from a well organised range of activities including role play in the 'Toy Shop' and making letters outdoors with skipping ropes helped by the TA to a whole class counting session. By using a wide range of strategies including passing a marble with each count and using physical prompts such as taps on the shoulder, the teacher made very sure that each child really counted 'one-to-one' and used this knowledge to add numbers to 10. A 'delightful' dance session by the school physical education coordinator in which boys and girls responded to Jack in the Box music illustrated another feature of very good teaching, the impact of teachers with expertise in subjects.

15. This was also shown in Year 3 art and religious education (RE) lessons and a Year 5 information technology (IT) lesson taken by the respective class teachers who happen to be the subject coordinators. In the art lesson, the teacher's confidence in leading a discussion on animal paintings by cave people and Stubbs combined with the expertise in setting up the task and prompting and supporting pupils with their work led to pupils producing some very impressive examples of cave art. RE has a low profile in the school with mostly satisfactory teaching but the RE lesson observed showed just what is possible. In this the teacher made very good use of the story of Noah's Ark to discuss the use of symbols in the Bible leading to work at three levels. The lower attaining group, very ably supported by the TA drew and wrote notes on the symbols in the story; the middle group chose symbols they found on Christmas cards and the higher attainers, stretched by the class teacher, studied the personal symbols they had looked at for homework.

16. The impact of the new computer suite, a teacher with real expertise and well informed and prepared TAs was observed in the IT lesson where the teacher made very good use of the technology to 'coach' pupils into ever more complex ways of searching a database. Using a good

combination of specific instructions and an open invitation to 'try and see', the great majority were soon able to invent their own, sometimes very complicated, 'search' questions and know the way to answer them. Many more good examples of the very good contribution made by TAs were observed around the school as they took focus groups for extra work in literacy and mathematics and supported pupils with very special needs.

17. In these lessons and in most others, pupils' enthusiasm for the work they are doing and very good behaviour are key factors in their learning well. However, in a minority of lessons, time is lost by the teacher dealing with minor misbehaviour which slows down learning while in others, pupils comply but are passive in their response to less focused or inappropriate activities.

18. The overall teaching provision for pupils with special education needs is good. The co-ordinator ensures that provision is targeted to need and the work is supported by high quality teaching assistants. This provision enables SEN pupils to make progress in line with other pupils during lessons. Very comprehensive, Individual Education Plans contain clear targets planned by the class teacher, the coordinator and when appropriate the enhanced specialist provision teacher and plans are reviewed and updated regularly.

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

19. The quality and range of learning opportunities in years one to six are satisfactory. Overall the curriculum is broad, balanced and relevant and has a positive impact on learning by pupils across the range of subject areas and the standards achieved. The curriculum effectively meets the statutory requirements for National Curriculum subjects and religious education although some assemblies seen during the inspection fell below the expectations of a collective act of worship. The Foundation Stage curriculum has been thoroughly revised, a recommendation of the previous inspection report, and fully reflects the nationally accepted early learning goals and provides a very good quality and range of learning opportunities.

20. Good emphasis is placed on the teaching of the basic skills of literacy and numeracy and its use across the curriculum. Effective use is made of the national literacy and numeracy strategies and both are having a significant impact on the standards in English and mathematics. This helps teachers to match work more closely to pupils' differing needs and contributes well to their achievement in these subjects.

21. Schemes are in place for all subjects based on local authority and nationally produced guidance, and that for religious education is in accordance with the locally Agreed Syllabus. Good planning arrangements ensure adequate coverage and that parallel classes receive a similar diet. This is an improvement since the last inspection, where there were gaps in coverage, particularly in information and communication technology (ICT). The use of ICT to support learning in other areas of the curriculum is developing well.

22. The provision for equality of access and opportunity is sound. The school has many strategies in place, some based on government initiatives, to raise the attainment of all pupils, particularly in English and mathematics. Teachers vary their methods of teaching to meet pupils' differing needs more effectively so that all pupils are fully included. However, there are occasions when groups are withdrawn from normal classroom work in a variety of subjects and collective worship on a regular basis, and this needs to be more closely monitored to ensure pupils' entitlement to the full curriculum. The provision for pupils' personal, social, and health education (PSHE) is sound, but although there are some strong features it is not consistent across the school. The policy clearly addresses the issues of sex and relationship education, drug misuse and citizenship. 'Circle time', where pupils have the opportunity to discuss issues relevant to their own experiences is effective provision, supports the good relationships and personal development seen throughout the school.

23. Clubs running at the time of the inspection were art, netball, recorders, mathematics and a computer challenge club for able pupils for Years 3 and 4; and singing, art, tag rugby, computers, football, German, mathematics and cross-country for Years 5 and 6. Peripatetic teachers give

guitar and keyboard tuition. However, provision has not kept pace with its rapid expansion: as there is only one club of each type open to pupils, only a small percentage can actually attend it and there are virtually no lunchtime or after-school activities for pupils during their first three years. The number of musical activities on offer is markedly low with no orchestra or established choir and there is only one residential trip to Exeter Outdoor Centre, for which places are allocated on a first-come, first-served basis. In 2002 the school ran a summer course in visual arts for more able pupils (16 in all). The Area Academic Council organises additional extracurricular events such as country dancing and neighbouring schools sometimes invite pupils to special events such as a recent 'Harry Potter Day' for Year 5 pupils. All year groups have at least one offsite visit during the year related to their current studies, and stage some sort of performance, including Christmas and Harvest Festival productions, and a Year 6 Leavers' Play. Provision for extra-curricular activities is satisfactory for a school of this size.

24. Relationships with partner institutions are very good, mainly because the school has very close links with its partner schools through the Plymstock Area Academic Council (PAAC). There is a register of curriculum areas where schools feel they can offer particular academic expertise to their partners. PAAC also organises large-scale events such as the Book Festival in 2002. The school has been able to make use of specialist advice in mathematics and science to help curriculum development using teachers from Plymstock Secondary School. Very well organised systems of liaison have been established with feeder nurseries and playgroups.

25. The community makes a satisfactory contribution to pupils' learning, as at the time of the last inspection, when it was a target for development. Good use is made of the local area to enhance the curriculum in subjects such as religious education, history and geography. Representatives of the emergency services visit the school, as do local clergy. Pupils sing at residential homes for elderly people at Christmas, and Harvest Festival produce is distributed at a day-care centre. A local keep-fit club hires the hall every week. The large naval base nearby has its own community centre, which tends to act as the local focus. The headteacher has good relations with the base and visits it regularly.

26. Generally satisfactory arrangements are made for promoting boys' and girls' personal development. Provision for pupils' moral development is good. A moral code is being positively and sensitively encouraged throughout the school. Pupils know how to achieve rewards, which promote fairness and consistency. The school is successful in teaching the difference between right and wrong. Boys and girls value the achieving of house points and lunchtime awards. They contribute to nominated charities each year. The personal, social and health education programme is a strong contributor to the provision of moral education through the use of circle time. It enables pupils to share problems as well as provide support and respect, and to value other people. Adults within the school provide very good role models through the provision of a caring ethos and respect and concern for one another.

27. Satisfactory opportunities are provided to develop pupils' social skills and attitudes. Pupils are encouraged to work co-operatively by working in pairs or small groups, sharing ideas and helping each other. House points on offer for achievements in work and behaviour are worked for as a team. Pupils are given responsibility in class and to a more limited extent around the school. Older pupils act as lunch monitors, helping younger ones, for instance by cutting up their food for them. Boys and girls in the reception classes are responding very sensibly to being expected to take responsibility for their work and their environment. However, in older classes, most work is prescribed with few opportunities for pupils to make choices about the way ahead or how to present their work. Too often, worksheets limit pupils' responses and make it difficult for them to use their initiative or be proud of their presentation. Residential visits provide opportunities for team building and for learning the value of working together. There are good relationships established with other schools enabling pupils to participate in a range of curricular and competitive activities. Boys and girls with special needs are well integrated into the school.

28. The provision for pupils' cultural development is also satisfactory. Good awareness of their own culture is acquired through the programme of visits made to places of educational interest related to the curriculum. Local authors and theatre groups visit the school providing opportunities for specialist learning as well as fun. Artwork includes a study of great artists, for example painting

of self-portraits in the style of Picasso. The school reinforces its cultural values through the use of good quality displays and artefacts along with visits to galleries and museums related to pupils' learning. In contrast, music has a low profile in the school and pupils do not have the same exposure to a range of music from this and other times and cultures as they do in art. Opportunities arise within the curriculum, for example in the study and comparisons of world faiths, and the comparative study of other countries and cities, which helps to extend awareness of other cultures. A good example of exploring and valuing non-European culture came in an art lesson based on African Adire patterns. However, there is scope to make much more of the richness and diversity of other cultures within the expressive arts.

29. Overall, the provision for the spiritual development of pupils is unsatisfactory. Collective worship fails to be a distinctive occasion that sufficiently develops spiritual awareness with few links made to other subject areas through the week. Planning is inadequate and assemblies are not sufficiently well monitored to ensure compliance with statutory requirements. Within the curriculum pupils acquire knowledge and insight into Christian values and beliefs and those of some of the world's other great religions. An environmental visit to Wembury beach where pupils in year six went rock pool dipping had a positive impact on their spiritual development. A sense of amazement at the sea creatures found is revealed in the writing of The Seashore Code, for example, 'rock pools give us a fascinating look at undersea life'. Inspired poetry writing was also apparent following a visit to the Radford River. The study and detailed artwork of natural features has provided an opportunity for pupils to recognise wonder in the natural world. The personal, social and health education programme provides opportunities for pupils to understand how feelings and emotions impact on people. Pupils are encouraged to recognise that we are all different with differing qualities and to show respect for other people. However, too little time is provided for thoughtful quietness when pupils may reflect on their feelings, thoughts and concerns in all areas of the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. Procedures for health and safety and for ensuring the welfare of pupils are very good. The school has adopted the local education authority's health and safety policy and has developed its own well-planned risk assessment documentation. The governors carry out two risk assessments annually, checking that issues raised previously have been followed up. External contractors check all electrical and fire-fighting appliances and physical education equipment annually for safety. The school has a regular programme of fire drills and fire equipment tests. There is a rolling programme of health and safety training for staff, for instance when supervising swimming lessons. The caretaker has a wide range of qualifications in various areas of health and safety and does much to maintain the school's high standards in this area. A large, well-stocked medical room is manned at playtimes by a fully qualified first aider. This, and the two other first aid posts have record books for noting minor and more serious incidents. All staff have basic first aid training with five fully qualified first aiders.

31. Pupils are encouraged to eat healthily and understand the importance of keeping themselves fit: the school received the Healthy Schools Award in July 2002. Two minor health and safety concern issues have been notified to the governors. Procedures for child protection are satisfactory. All staff are given brief guidance when they join the school, both verbally and in the staff handbook. The child protection policy follows the guidelines given by its local education authority. The school maintains appropriate links with external agencies concerned with child protection issues. The headteacher is the only designated child protection officer but the school is aware that its large numbers make it necessary for additional staff to receive training and for the designated officer to update his training.

32. Procedures for monitoring and promoting good behaviour, and eliminating oppressive behaviour, are good. The behaviour policy and the rewards and sanction system are well planned. School and classroom rules are displayed in every classroom, and weekly awards are given for good behaviour. Some classes use a 'Golden Time' reward system. All staff are given guidance on managing pupils effectively when they join the school. Pupils whose behaviour causes consistent concern are given individual support, which is regularly monitored and amended. The school

ensures that parents and other staff are aware of any behaviour problems at an early stage. However, behaviour management in class is inconsistent in quality, ranging from very good to ineffective. Lunchtimes are very well organised, especially considering the large numbers of children involved. Times of admission are carefully planned to ensure that pupils never form long queues. Although there are a few playground toys for older pupils, these never appeared during the inspection, and pupils confirmed that they seldom see them. The lunchtime supervisors in charge of the youngest children encourage them to use ropes, bats and balls in rotation. No playgrounds offer quieter amusements, such as books, construction toys, giant chess sets, or even anywhere to sit down. Some of the lunchtime supervisory staff organise games for pupils, particularly those with the youngest pupils.

33. Procedures for monitoring and supporting personal development are satisfactory. The provision for personal, social and health education has strong features but is not consistent across the school. The scheme of work for personal, social and health education was put in place in 2000, and is now due for review. The coordinator has drafted an extension of the scheme to cover citizenship, and intends to produce a new anti-bullying policy but she has had no opportunity to monitor provision. All classes hold 'circle time' sessions, but its management varies in quality. In the best, care is taken to create a special atmosphere and pupils are reminded of the reasons for 'circle time rules'. Teachers use drama, art or music to convey information and stimulate pupils' thinking, and pupils can praise or criticise the session. In other cases, teachers found it difficult to present abstract or emotional issues in appropriate terms: a discussion of the different groups to which people can belong became bogged down in the enumeration of various after-school activities.

34. Pupils are given only limited opportunities to take responsibility and develop initiative. About 20 Year 6 pupils are trained to act as peer mediators by a charitable organisation. A questionnaire to pupils showed that although only a few make use of the mediators, most of those who did found them helpful. The school council meets only twice termly. Councillors do not have a high profile in the school: they do not wear badges or have their photographs displayed. As there are only twelve councillors in a school of over 600, many pupils, even in their own year group, will not know any of them personally. Older pupils are given no opportunities to work with the younger ones, apart from supervising them during lunch. For instance, they do not organise play activities, clubs, or reading sessions with them. All assemblies seen during the inspection were entirely teacher-led: pupils merely displayed their work. Pupil audiences during assembly were given very few opportunities to sing or participate in any way.

35. Procedures for monitoring and improving attendance are satisfactory overall. Registration is managed quickly and efficiently and in some classes is used as the basis for some mental mathematics. Others use it as an occasion for pupils to report on their activities since they last saw their teacher, although this strategy can get out of hand when pupils use it as a means of accusing others. Registers conform to statutory requirements and are regularly checked by the educational welfare officer. All late arrivals have to report to the school office and sign the 'late book'. Attendance records are recorded weekly using a computerised system. Unexplained absences are not followed up until the following week when teachers are given an electronic printout of their class's attendance to check. Explanations are sought from the pupils themselves in the first instance and parents are only contacted for an explanation thereafter. This delay in following up unexplained absence could have serious consequences in a school with a less outstanding attendance record. Office staff and teachers report any concerns they may have about pupils' attendance and punctuality but there is no systematic monitoring system.

36. Arrangements for assessing pupils' attainment and progress are uneven and, until recently, had not kept pace with national developments. However, the new assessment team have worked hard to update assessment systems and the way the information is recorded and used and there are thorough, well used systems in the foundation stage. After eight weeks, new entrants are assessed against the agreed 'stepping stones' and targets are set and communicated to parents. This information is used as a baseline for monitoring and recording subsequent achievement. In literacy and numeracy, current assessment arrangements are adequate to keep an eye on

academic progress and guide planning. In numeracy, assessment methods have changed. The new system is a combination of teacher assessment, using agreed school criteria, and optional and end of key stage national test papers. A similar planned programme of assessment methods is used in literacy. Individual books have been kept for the assessment of writing over a number of years, with regular pieces included. This builds a clear picture for every pupil as work is accompanied by sheets showing the current national curriculum level at which they are working. Records for literacy and numeracy are stored electronically and tracking sheets for pupil progress are now in place.

37. Agreed whole school procedures for monitoring other subjects have not been established. There is a need for assessment to be developed in those subjects and a particular priority should be given to the assessment of pupil progress in science. Units of work throughout the curriculum are evaluated by teachers and overseen by the headteacher. Further use could be made of these evaluations by passing them to subject co-ordinators.

38. Assessment systems for those pupils with learning difficulties are good. Any children who show signs of not achieving well are identified early on and the school has a comprehensive system for assessing and meeting their needs. In addition, conscious of the higher numbers of pupils joining the school in Years 1 to 6, the school has ensured that pupils' attainments are evaluated soon after they join the school so that any potential difficulties can be sorted out quickly. National and school strategies e.g. Booster classes, ALS, FLS and Leapfrog are evaluated and this informs future planning. Use is made of both teacher evaluation and teaching assistant observation. Parents are fully involved and appropriate targets in pupils' individual plans are regularly updated. This work has been commended in the award of the Basic Skills Primary Quality Mark.

39. The school's very effective system for identifying children with special education needs ensures that any pupils needing support are placed on the register and their progress is reviewed termly. Planning for these pupils is very comprehensive and joint planning takes place between the coordinator, the teacher for enhanced specialist provision and the class teacher to ensure coordinated support. The coordinator and the enhanced specialist teacher ensure that the school has very good relationships with external special needs support staff and agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents views of the school are positive. Around a quarter of the parent body returned the questionnaires sent out before the inspection. Respondents thought that teaching and behaviour were good, that children made good progress academically and became more mature, and enjoyed school. The school had high expectations of its pupils, was approachable and well led and managed. Some parents wanted more information about their child's level of achievement, and some felt that arrangements for homework could be improved.

41. The school has good, effective links with parents, as at the time of the last full inspection. It has an open door policy: teachers are readily accessible at the end of school and the headteacher can be seen at short notice. The school office staff provide a friendly and efficient 'public face' for the school. Parents and pupils visit the school before they join it and have the opportunity to meet their new teacher. Home-school link books used in classes for the youngest pupils are a valuable communication between parents and teachers. Parents are invited to special events, such as the productions each year group stages. The school values the opinions of its parents and regularly sends out questionnaires to them on various topics. The results are analysed and fed back. The school keeps a note of all contacts with parents and the action taken.

42. There are termly parents' evenings. The school set up a 'breakfast club' in September 2002 and an after-school club in January 2003. The school ran an educational programme for new parents last year in conjunction with the local education authority. It also organised computer training sessions for parents with the help of a local college, but this year too little interest was shown by parents for the course to be viable. The school works hard to actively involve parents of pupils with special education needs and there is a parent partnership group organised by the school. Membership to this group is growing. Parents are invited to annual reviews for statemented children and to termly planning meetings.

43. The quality of information for parents is good overall with general information provided of a very good standard but that of reports only satisfactory. The governors' report to parents and the prospectus fulfil statutory requirements and the latter is attractively designed, giving very full information on all aspects of school life. The school is currently developing a website. Two newsletters a term give parents much information and a good picture of all that is going on. The school holds regular curriculum workshops, often with outside speakers, such as the local authority advisor on mathematics. Parents are given curriculum information every term and an overview of the curriculum for their child's year group annually. Information booklets explaining how parents can support their child's work in mathematics are sent out every term. The school has produced a series of information booklets on various topics (13 to date). Parents of pupils with special needs are kept fully informed of their children's progress, and all parents are told their children's targets in literacy and numeracy.

44. Reports for pupils in their first year of school are arranged to reflect the early learning areas and show very good knowledge of pupils and their abilities. They include a drawing of themselves by the child. Reports for older pupils do not tell parents whether their child is performing at, below or above the national average for their age and do not allow for pupils to assess their learning or comment on what they would like to improve. Although they include targets for English and mathematics, in some cases these are too vague in nature, for instance 'she is now ready to tackle problems involving a series of calculations'. Comments on subjects other than English and mathematics are sometimes more about the curriculum covered than the child, for instance 'he has thought about the different shapes we can see in a landscape', or unclear: 'he is aware of the importance of water in John the Baptist'. Comments on pupils' personal development are sometimes inappropriately phrased.

45. The contribution of parents to children's learning at home and at school is good. Virtually all come to parent consultation evenings and a good proportion attend other school information events. They give good support to other fund-raising or social events. Almost all provide their children with appropriate facilities and support for their homework and virtually all homework set gets done. Parents are often asked to supply special resources to support learning, and always do their best to help. The majority of parents in the lower age groups hear their children read regularly. The attendance rate is very good and very few families take holidays in term time.

46. Parents have a satisfactory impact on the work of the school. The parent-teacher association run by a committee of twelve parents raised about £6,000 for the school last year, and its funds were used for the 'Jubilee Rooms', children's Christmas parties, and classroom equipment. About ten parents regularly come into school to help with reading. The school can rely on parents to help with offsite visits and Christmas parties. Parents help with costumes for school productions and an enthusiastic volunteer helps with mathematics in Year 6. A few parents help with sporting activities, either by helping to run clubs or providing transport to matches. There is no register of parents' interests and expertise, which the school could use as a resource to enrich the curriculum or to enlist help with extracurricular activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

13. Since taking responsibility for primary schooling in Goosewell, the head has overseen a transformation which has seen the development of an excellent learning environment, a confident and very positive school community with a real sense of identity and pride, ever improving professionalism among the growing staff, rising standards and a strong reputation in the local area. Over the past five years since the last inspection, with the considerable support of the deputy head, this has seen the school growing rapidly and nearly reaching capacity and earning a series of awards for good practice including Investors in People, the Charter Mark and the Basic Skills Quality Mark. All this is testament to the continued very good leadership of the head and the very good support of the deputy and the governing body. The clarity of purpose, continuity and vision he has provided through all the growth and changes have been the key reasons why the school is in such a healthy state today.

47. An important factor in this has been the way the leadership roles of other members of staff have been built up in order that they can make their own contribution to the development of the school. This was an issue at the last inspection and is now much better. The foundation stage, special needs provision, literacy and numeracy are all very well managed. The special needs coordinator and the enhanced specialist provision teacher provide clear leadership and support for class teachers and liaise well with support agencies.

48. Most other curriculum and other leaders are now strong influences for good in their areas of responsibility, which has already had a noticeable effect on standards in many areas. A good example among the foundation subjects is in information and communications technology where the substantial investment the school has made in resources and teaching support is paying very good dividends. However, in this, science and the other subjects, coordinators are finding it difficult to make the kind of difference they would like to see in their subjects. To increase their impact, sufficient planned time must be provided during the school day for staff to monitor and support what is going on in classrooms in the various subjects and aspects. In such a large school with at least 18 classrooms to monitor, it will be necessary for the school to develop innovative and inclusive arrangements to make this possible and manageable for subject managers.

49. The governing body is very supportive and committed to the school. It has a well-defined and understood structure of committees and individual responsibilities with a clear programme related to the priorities identified in the school development plan. Many bring considerable expertise to the governing body, training now has a higher profile and all are very keen for the school to succeed. Their efforts on behalf of the school in enabling the improvements in the accommodation to be made and to facilitate 'wrap-around-care' deserve special mention. They take their monitoring role seriously, visiting and receiving feedback on the effectiveness of various developments from the head and other staff responsible. As individuals and as a body they know their school and their responsibilities well.

50. Governors linked to specific areas are well informed and very involved in the development of these areas. For instance, the very specific expertise of governors responsible for the property was very useful when decisions were being made about developing the accommodation. The special educational needs governor is fully involved in the school, and holds meetings with the co-ordinator to review progress. The governing body receives updates on the provision for SEN and is committed to providing high quality teaching assistants in the classroom. However, there is scope for governors to spend more time experiencing, learning about and discussing what actually happens in classrooms and around the school so that they are even better informed.

51. The school makes good strategic use of its resources. The budget is prudently managed and spending decisions appropriately reflect the priorities the school has identified. This judgement is largely similar to the last inspection 1998, which stated "The school uses most of its resources efficiently to provide a good quality of education."

52. By working with the whole school community and tapping into available grants and funds, such as 'seed challenge', new money raised by the school and its parent association and devolved capital funding, the Headteacher and governors have brought about many improvements in accommodation. These include a new special needs room, the Jubilee room and a networked computer suite. Staff and governors are actively involved in identifying priorities for development and using the resources effectively to bring about change. The governors have been instrumental in developing the school building to accommodate the clubs and provide rooms that will eventually be used throughout the year. Responding to the findings of a parents' questionnaire they established the Gosling Trust to provide 'Before and After School Clubs' and have also applied for support in setting up a holiday club, as a development from the successful Gifted, Talented and More Able visual arts summer school. The long term aim of the trust is to eventually provide nursery care for the local community on the school site.

53. The school improvement plan (SDIP) is a 'working, living document.' It provides clarity and openness to budget bidding and delegation processes. The SDIP identifies proposed developments for the coming year and includes details of key personnel, cost, proposed development, evaluation

criteria and timescale. Teachers' bids for their areas of responsibility are considered by the leadership team and shared with the governing body before budget allocations are made. The Financial Secretary provides the Governors with a regular update of the budget position to allow them to monitor the progress of the SDIP and the emerging financial situation.

54. Sufficient levels of responsibilities for spending are delegated to staff with management responsibilities; for example subject co-ordinators manage their subject budget. Ample analysis of assessment results and other information is provided for the governors to ensure the best use is made of available funds to bring about improvement in standards. However governors in the main have had the greatest impact on the area they know best, such as improving accommodation and ensuring class sizes remain low and have let the school staff take the lead in other areas of the school's provision.

55. The Governors and headteacher actively explored alternative means of funding. For example the school obtained grants to help fund the Jubilee Room. Competitive quotations are sought where appropriate and 'best value' principle used to ensure money is used prudently. Financial resources have been used to create additional posts both inside and outside the classroom to support the smooth running of the school and to raise standards by improving provision. For example the school has appointed a generous number of well trained teaching assistants, who are very well deployed to support pupils learning, particularly in supporting initiatives connected with literacy and numeracy. The appointment of a 'specialist' ICT assistant has also enhanced provision in that subject by allowing teachers to concentrate on teaching and learning. However the considerable expertise of individual teachers is not always fully exploited. For example, subject leaders rarely directly monitor the teaching of their subject and, despite having a number of staff with subject strengths in music, this is hardly reflected in the provision.

56. Systems of financial control are well-established and respective roles and responsibilities are appropriately defined. Good accounting records are maintained and monitored by staff. The school administrator provides high quality support. The school's efficient, unobtrusive administration systems support its day to day running, while the secretaries provide a very warm and welcoming 'front of house'. A finance computer package is efficiently used to raise and pay orders and monitor spending. The most recent external audit identified several issues where policies and practices would benefit from being updated. All these issues have been, or are in the process of being, addressed. The school receives good support from the parents. The PTA made available additional financial resources, the 'new money' needed to access Seed Challenge Grants to fund some of the major building projects.

57. There is good provision in the ratio of pupils, teachers and support staff to meet National Curriculum demands. Teachers are generally well deployed but more use could be made of expertise among existing staff particularly in areas such as music and religious education. Well qualified teaching assistants provide high quality support to the teaching staff. All the support staff make a positive contribution to the school. Good, well managed training for all staff addresses staff development priorities. All newly qualified teachers are assigned mentors and teachers work well together in year groups. The school is a member of the local academic council and staff benefit from joining cross phase working parties.

58. The excellent accommodation provides an attractive learning environment. All common learning areas around the school have good quality art displays and the large hall and drama studio are well timetabled. The school is excellently maintained and this is a tribute to the effectiveness and hard work of the site manager and the cleaning staff. The school grounds are expansive but playgrounds would benefit from more large and small play equipment for pupils in all key stages. Resources in the school are generally good in all subjects except music and the ICT suite is used effectively to enhance children's learning. The storage of resources is good and very accessible for all staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. To build on the many improvements already made and ensure that existing good practice

is spread consistently throughout the school, the governors, headteacher and staff of Goosewell School should:

(1) Develop manageable arrangements for knowing how well pupils are achieving and being taught in each Year 1 to Year 6 class other than in literacy and numeracy so that standards and provision in all classes can be brought up to the same high standards as seen in most by:

- using national and local guidance to establish what most pupils should know, understand and be able to do in each year group and each subject and ensuring that teachers, teaching assistants and pupils are aware of this
- in those subjects with recorded outcomes, building up a bank of annotated work at the agreed levels to act as benchmarks and exemplars
- using these year group benchmarks to determine whether pupils do or do not meet expectations or exceed them
- identifying on-going assessment opportunities based on the above in each unit of work and developing user-friendly means of recording the information gained
- making use of teaching assistants and helpers to monitor and record specific competencies in music and physical education lessons as part of this process
- providing coordinators with sufficient time to monitor teaching and learning and work alongside colleagues and making existing teacher evaluations available to them for monitoring purposes
- using all the information gained from this process to monitor standards, progress and trends and modifying provision accordingly

(Paragraphs 4, 37, 96, 100, 104, 109, 115, 119 & 129)

(2) Involve the whole staff in developing a management structure which makes it possible to manage the development of each subject actively and systematically by monitoring and evaluating provision and standards, and supporting colleagues by:

- Using natural groupings within the school as a basis for devolving power and responsibility to manageable teams which have a mutual interest in making the most of each others interests and expertise
- Sharing responsibility for whole school functions such as subjects between representatives in each of these teams with coordinators in the lead role.

(Paragraphs 33, 48, 89, 91, 109, 119, 124 & 129)

(3) Work to increase the proportion of pupils who achieve higher standards by:

- Setting challenging but achievable school targets for the percentage of pupils achieving higher levels in statutory and non-statutory tests taken in Years 2 to 5
- Making use of existing good assessment arrangements to identify potential higher attainers, set ever more challenging work and monitor their progress as a group
- Reviewing the resources allocated to help pupils who find learning difficult and to achieve average standards in the light of the need to extend potentially higher achievers
- Looking again at the possible benefits of teaching higher attaining pupils in cross year group high ability groups especially in the older classes and using homework and information technology as a way of extending these pupils throughout the school

(Paragraphs 1, 3 & 9)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- the whole area of religious education, worship and pupil's spiritual development does not have the same status as most other areas of the school's work (Paragraphs 25 & 125)
- music has a low profile in the school and the energy and enthusiasm for music found in many schools is not evident (Paragraphs 116 to 120)

- groups are withdrawn from normal classroom work in a variety of subjects and collective worship on a regular basis and miss out on the full range of learning experiences available to their classmates (Paragraphs 19 & 72)
- teachers do not give pupils enough opportunity to take responsibility for what or how they learn or how to present their work (Paragraphs 9, 27, 34, 74 & 114)
- minor misbehaviour sometimes wastes time in class (Paragraphs 7, 8, 17, 32 & 122)
- the range of equipment and activities available at lunch and play times is limited (Paragraphs 32 & 55)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	104
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	26	56	17	3		
Percentage	1	25	54	17	3		

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		593
Number of full-time pupils eligible for free school meals		33

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		15
Number of pupils on the school's special educational needs register		85

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	55
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	46	38	84

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	41	43
	Girls	34	36	35
	Total	71	77	78
Percentage of pupils at NC level 2 or above	School	85 (74)	92 (77)	93 (71)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	41	41	38
	Girls	35	35	35
	Total	76	76	73
Percentage of pupils at NC level 2 or above	School	90 (81)	90 (84)	87 (76)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	48	42	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	43	46
	Girls	31	24	37
	Total	70	67	83
Percentage of pupils at NC level 4 or above	School	78 (77)	74 (59)	92 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	39	41
	Girls	16	21	24
	Total	42	60	65
Percentage of pupils at NC level 4 or above	School	48 (51)	68 (44)	74 (47)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
530	1	
3		
1		
4		
2		

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**

Number of qualified teachers (FTE)	22.4
Number of pupils per qualified teacher	
Average class size	

Education support staff: YR– Y6

Total number of education support staff	30
Total aggregate hours worked per week	533

Financial information

Financial year	2002
	£
Total income	1153412
Total expenditure	1150850
Expenditure per pupil	1991
Balance brought forward from previous year	74393
Balance carried forward to next year	76960

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	136
Number of questionnaires returned	594

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	32	2	3	
My child is making good progress in school.	56	40	3	1	
Behaviour in the school is good.	46	51	1		2
My child gets the right amount of work to do at home.	45	42	10	1	1
The teaching is good.	56	42	1		1
I am kept well informed about how my child is getting on.	48	38	12	2	
I would feel comfortable about approaching the school with questions or a problem.	65	30	1	3	
The school expects my child to work hard and achieve his or her best.	61	34	2		2
The school works closely with parents.	41	48	10		1
The school is well led and managed.	54	40	4	1	2
The school is helping my child become mature and responsible.	47	49	2		1
The school provides an interesting range of activities outside lessons.	39	45	10	1	6

Other issues raised by parents

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. The provision for children in the foundation stage is very good. Three reception classes are taught in classrooms and a shared area that are all very well equipped, imaginatively arranged to promote areas of learning, and children's work is attractively displayed creating a stimulating environment. An outdoor area, shared by all three classes provides opportunities for a range of planned activities, including the use of wheeled vehicles. The early years co-ordinator provides very good leadership and is very well supported by three enthusiastic and committed teachers and a team of high quality teaching assistants. The curriculum has been thoroughly revised, a recommendation of the previous inspection report, and it fully reflects the nationally accepted early learning goals for children in the foundation stage.

61. Children enter the school in two intakes, September and January, initially on a part time basis for a few weeks, before they start full time. A well-planned programme that includes home visits and the opportunity for children and their parents to spend three afternoons in school prior to starting, ensures that positive relationships are quickly forged with families. Links with the six main feeder playgroup and nurseries are well developed and include visits by a teacher and a teaching assistant. After a settling in period, during which initial assessment activities take place, parents are invited to discuss the outcomes and agree targets for development. Meetings for parents to help them understand what children are taught in the foundation stage also make a valuable contribution towards links between home and school.

62. Very good improvement since the previous inspection includes planning the curriculum based on the nationally agreed early learning goals, focused on the 'stepping stones' , very good quality assessment procedures that inform planning, improved quality of teaching from good to very good and a developed outdoor area to enhance physical and creative development,

63. All children are eager to come to school, behave very well and, in their learning, work very hard and show sustained levels of concentration, in response to very good teaching and high quality support from teaching assistants in all the foundation stage areas of learning. Planning is very thorough and teachers are very skilled in challenging the children to extend their knowledge and vocabulary and seize every opportunity to reinforce their literacy and numeracy skills. Teachers use their teaching assistants very effectively to support groups, and individual children's learning. Teaching assistants are always well briefed and know how to guide and encourage the children, often making assessments to guide future learning. Teachers take every opportunity to capture children's interest and to reinforce their learning across the curriculum. The quiet but firm management of pupils, and the consistently high expectation of good behaviour, have achieved a calm purposeful working atmosphere where relationships are very good. Although the quality of teaching is very good, it would enhance the team if they all had the opportunity of seeing each other teach.

64. Children's attainment on entry to the school is broadly average with personal and social development being a strength which enables them to settle into class and school routines quickly and achieve well in all areas of learning. Through high quality teaching and provision most children are expected to reach the early learning goals, and some will exceed them in, all areas of learning by the end of their first year and be confident and ready to start in year one.

Personal, social and emotional development.

65. The children are enthusiastic about coming to school and have very quickly learned the routines, rules and conventions related to the classroom and school life. While parents and adults

are welcomed into the classroom with the children each morning, providing an opportunity to discuss any matters, registration is prompt and contributes to a calm and purposeful start to the day. Personal, social and emotional development is very well taught, and teachers and teaching assistants have high expectations of what pupils should do for themselves. This contributes to their increasing independence. The use of circle time contributes to their development by providing structured opportunities to share views and experiences. For example, when discussing, 'what will make our classroom a happier place?', children are taught the importance of sharing each other's views and of listening carefully. Children play and work happily together and know the rules associated with taking turns, tidying up and listening to others. They undress and dress themselves for physical education and put on their outdoor clothes and collect their belongings sensibly at the end of the day.

Communication, language and literacy

66. Teachers provide many purposeful activities, which make a valuable contribution to this area. For example children recount their news and learn to sing a large repertoire of rhymes, which helps them to practise putting words into sequence. Children's speaking and listening skills are average, but they contribute well to class and group discussions. Further opportunities for speaking are provided as children develop their imagination and language through role-play as, for example, in the shared area currently set up as a shop linked to their topic 'old and new toys'. Children enjoy taking books home and comments in their home school reading logs indicate a high level of support and encouragement of to read. Boys and girls handle the books carefully and understand that print is read from left to right, talk enthusiastically about the pictures and eagerly predict what will happen next.

67. They are beginning to recognise many clearly displayed captions and display notices in the classroom and when following text, make plausible guesses at covered words and letters. A good range of initial letter sounds and letter names are well known. While most pupils recognise their name none have a sight vocabulary on entry to school, yet in the very short time they have been in school since September, many children are reading books with simple text. This is due to the very good teaching they receive, the support at home and their enjoyment of books. Boys and girls are starting to copy words and simple sentences, and know where to find words around the classroom to help them and they have regular practise at writing letters. Teachers take every opportunity to reinforce communication skills and reading and writing play a big part in lessons.

Mathematical development

68. Teachers encourage children's development of mathematics effectively through day-to-day use of number. Boys and girls enjoy their work with numbers responding quickly and with a good degree of accuracy in their mental maths work. They can 'count on' given a random number below ten and know numbers less than and more than a given number. In a lesson focusing on different ways of making seven, children were encouraged to start with a number and then add on. In a whole class activity the teacher use the fruit tree effectively by adding apples and pears with children recording their answers confidently on their small individual white boards. They use language such as 'circle' and 'bigger' to describe the shape and size of solids and flat shapes. Number songs, such as 'one, two, three, four, five once I caught a fish alive...' daily routines, and number lines around the classroom are used to reinforce counting activities and, as a result, the children learn quickly and progress well.

Knowledge and Understanding of the World.

69. Children are gaining a good understanding of the world in which they live through their topic about old, new and favourite toys. Displays of toys in classrooms help children to acquire an understanding of time. Boys and girls have looked at a variety of fruits and used their senses to describe them. They have looked for signs of autumn within the school grounds and planted bulbs and have discussed the differences between night and day and different sources of light. Computers are used to support their learning with a range of programmes. Boys and girls have good opportunities to use a variety of construction kits to make their own models. Very good teaching enables children to have a good balance of formal investigation and guided play. This helps them to 'discover' new knowledge and make good progress.

Creative development.

70. Teachers organise the curriculum well and provide the children with regular planned opportunities for music and creative work using a range of materials. Creative areas in the classrooms and shared areas allow children the opportunities to use their imagination by exploring the use of paints and play dough, pastels and wax crayons. They are also taught skills such as colour mixing, and for example, how to cut and stick, when making their own kaleidoscopes and snow-shakers as part of their topic on toys. In music children have learned a good range of songs, responding when necessary with actions and are beginning to understand how sound can be quiet or loud. They use a range of percussion instruments and know whether they should, rub, tap or shake them. In the puppet theatre they act out stories and the shop provides further opportunities for role-play.

Physical development.

71. Children have many opportunities to develop fine motor skills as they handle small tools such as pencils, crayons, paintbrushes, glue sticks and scissors. They frequently put together and take construction materials apart and work with jigsaws and other tabletop equipment. Regular planned times in the hall provide a structured time for physical education. In a gymnastic lesson children showed well-controlled movement using benches and mats and in a dance lesson, they used their imagination to perform slow jerky movements in response to 'Jack in the Box' music. Opportunities for physical development using the wheeled vehicles and other apparatus in the outdoor area contribute further to children's physical development.

ENGLISH

72. Inspection evidence indicates that pupils in Years 2 and 6 attain average standards and that achievement, though uneven between some classes, is generally good throughout the school. Pupils with special educational needs make good progress in their reading and writing in relation to their individual education plans. Pupils' standards in speaking and listening match those observed in most other schools. Their diction becomes increasingly clearer and more expressive. Pupils are confident to answer questions in class. They are able to put their ideas into a logical order and communicate in sentences ensuring understanding. Vocabulary used is varied and specific words linked to other subjects are used accurately. Pupils listen attentively, concentrating on what teachers and their classmates say, as well as to recordings and music. They ask questions of each other and develop their own ideas taking account of others' views.

73. In reading, the attainment of seven-year-olds is overall average. Pupils have a growing knowledge of books, both fiction and non-fiction, which they enjoy talking about. They read accurately for a range of purposes. They understand the purpose of punctuation and most use phonetics to help with pronunciation of unfamiliar words. The more able pupils have an increasing range of strategies to assist in reading accurately. By the age of eleven pupils have maintained their reading and standards at average levels. Book reviews encourage pupils to identify reasons for choosing a book as well as identifying the main parts. Pupils are able to offer comparisons of the characters and skim and scan text efficiently to remind themselves of the content. They read books for information and understand the value and use of the contents, index and glossary pages. Older pupils know and understand how to find books in the school library, including the use of the catalogue system, and successfully retrieve information from the Internet. Lower attaining pupils read independently and with some expression.

74. Standards in writing are average throughout the school. Grammar, spelling and punctuation are taught systematically and pupils make good progress, extending the range of formal and informal writing. They develop their awareness of how writers use words and varied sentence structure to hold the reader's attention. Pupils write for a wide range of purposes using suitable formats including stories, poetry, plays, letters and descriptions including non-fiction recording of facts and the sequencing of instructions. Pupils in Year 1 develop their use of words and spelling through rhyme and sound blends. They are developing confidence and can spell many simple words unaided. In Year 2, pupils use words appropriately with more able pupils extending their use of interesting vocabulary. Full stops and capital letters are usually used correctly. Ideas for stories are developed in short sections but pupils have limited opportunities to use their initiative and write

longer stories. Recording is appropriate to the task, which includes pictures and lists. Handwriting is clearly formed with some pupils beginning to join letters.

75. In Year 4, a greater awareness of the power of words in writing is encouraged. Joined handwriting is fluent, well formed and legible. Pupils are confident in using a dictionary and have an increasing knowledge of grammar and parts of speech. Good use is made of word processing for the presentation of work. Year 5 work extends their sentence structure into more complex writing and pupils understand the effect changing the order of words has on the meaning. By the time pupils are eleven they are aware of the readers they write for and use appropriate vocabulary and style. They introduce interesting characters in appropriate settings. Pupils enjoy reading stories by different writers. In studying the story of 'Tom's Midnight Garden' pupils identify crucial features in the text. Time is spent on planning and drafting skills to improve interest for the reader. Pupils with special needs make good progress as a result of well-focused teaching and very good support. Teaching assistants have been trained to provide additional support and expertise in literacy. The withdrawal of groups over a regular and intense period of time has a positive impact on standards. However, if pupils are to be included in the full curriculum it is necessary to review the timetable each week.

76. The quality of teaching is good throughout the school. Teachers have a very good understanding of the content and requirements of the curriculum and the National Literacy Strategy. Lessons are well prepared and teachers' plans have clear objectives, which are shared with pupils so helping to focus their learning. Skilful questioning appropriate to the ability of pupils promotes animated responses, which encourages them to think about the subject. Clear explanations have a positive effect on pupils' confidence and interest. When the atmosphere is calm they settle promptly to their tasks working independently. On the rare occasions when teaching is less satisfactory, class control is not effective and learning suffers. Teachers use praise to reward pupils' efforts and to encourage them to achieve as well as they are able. This has a positive impact on learning and progress. Where the teaching is very good teachers are enthusiastic, displaying real interest in the pupils' work, and the pace of lessons is good with suitably challenging work for all pupils, which maintains their interest and attention. Resources are used to great effect and teaching assistants and parent helpers are well briefed and efficiently employed which promotes very good control, high standards of work and concentration. Homework is well integrated into lessons and extends pupils' learning.

77. Since the last report the literacy strategy has been successfully implemented. A Literacy team has been established and has worked to increase staff confidence in agreeing standards against the National Curriculum levels. The team has a clear view of their role and has monitored the implementation of the literacy strategy effectively. A variety of assessment tests are used throughout the school and individual tracking of pupil progress is beginning to be undertaken. Resources have been reviewed to support the revised curriculum.

78. The team leader has monitored teaching throughout the school and the coordinators monitor planning each term. However, standards of pupils' work need to be matched to accepted levels more rigorously. In many classes more able pupils are not sufficiently challenged and expectations of attainment are not high enough to extend their learning. Class targets are identified for specific work. Successful events in the year have helped to encourage an interest in reading throughout the school. Pupils make good use of the school library, both as a centre to read fiction and to research for information. They understand the cataloguing system and are able to retrieve books quickly and efficiently. The School Librarian makes a valuable contribution to the effective running of the library at lunchtime and in the afternoons by providing support in issuing books and assisting in reference skills.

MATHEMATICS

79. Results in national tests at the end of both key stages have improved greatly over the last two years, so that in the most recent national tests for 7 year olds attainment was average and for 11 year olds it was above average. The results at the end of Key stage 1 are largely consistent with evidence obtained during the inspection from lesson observation, talking to children and analysis of work, which shows that standards of 7 year olds in mathematics are average. Similar evidence

indicates that standards of the oldest pupils are not quite so good as the test result and are again average. However, since this cohort was well below average at the end of Key Stage 1 they have made very good progress. Overall the judgement on attainment appears similar to that made in the last inspection (1998), when by the end of Key Stage 1 and Key Stage 2 the pupils' attainment was said to be "broadly in line with the national average". However results have improved appreciably since the last inspection and the overall trend of improvement in mathematics is better than that achieved nationally. There are no marked differences in the performance of boys and girls

80. Through the successful introduction of the Numeracy Strategy and the accompanying improvement in provision, particularly teaching, most pupils are now making good progress throughout the school and are generally achieving well. The strategy has brought necessary attention to detail in the planning and proper progression to the development of the subject. Its introduction and the commitment of the staff are having a positive impact on learning and is no doubt a major factor in the improved quality of teaching observed during the inspection.

81. Attainment of pupils on entry is about average. They are introduced to a range of practical activities, which promote the development of mathematical concepts and skills. Understanding of mathematical operations increases and refines as they work through the school and they begin to develop good work habits. Pupils in Year 1 count forward and back in tens and ones. Typically they are able to use non-standard units, such as footsteps or spans, to measure the length. In Year 2, pupils use their ability to 'count on' to identify the 'change' given from 50p when an article costs 27p. They are able to write 17 in its numerical and written form. By the age of seven pupils construct and interpret bar charts and graphs.

82. In Year 3, pupils have developed strategies to subtract a two digit number from a two digit number, recognise the relationship between 'doubling' and 'halving' numbers and are measuring lengths in centimetres. By Year 4, pupils are beginning to use the grid method to multiply a two digit number by a single digit number and are able to subtract two numbers involving decomposition. They recognise regular and irregular shapes and can measure the perimeter of a rectangle. In Year 5, pupils use brackets to show the order for operations in a calculation. They identify common multiples and calculate the area of a rectangle. Year 6 pupils are developing their computational ability and 'long multiply' using two methods. They understand line and rotational symmetry and can identify the order of rotational symmetry. The quality of presentation and the way pupils record their work is generally satisfactory and sometimes better.

83. Pupils' attitudes to mathematics are good. In lessons most respond enthusiastically, particularly in 'mental maths', when they write answers quickly on their individual whiteboards and explain their strategies. When required, they can work independently or with a classmate, share resources and cooperate well. Boys and girls are nearly always fully engaged and interested in their work. In many classes pupils move from class to group activities with a minimum of fuss, so maintaining the pace of learning. Very occasionally the behaviour of a small group of pupils disrupts learning and slows progress. Most pupils, including those with special needs, are making good progress and are achieving well. Pupils are arranged in ability groups for their numeracy lessons and this has enabled the teachers to plan work that is closely matched to the pupils' abilities. In most classes work is appropriately matched to the ability of the pupils by the provision of work at three levels. Teaching is well supported by Learning Support Assistants who provide valuable help to children who would have difficulty accessing the curriculum otherwise. However in older classes the work is not sufficiently challenging for the most able pupils and as a result the progress of these pupils is not as good as it should be.

84. The teaching of mathematics is good in both key stages. Of the lessons observed teaching was at least satisfactory in all but one lesson, 85% were good or better and 21% very good. There were examples of very good teaching in both key stages. All the lessons observed in Key Stage 2 were at least good and sometimes better. Where teaching is better the pace of lessons is brisk, planning is well structured with clear learning objectives, work is closely matched to pupils of all abilities and questioning is skilful and challenging. Where teaching is unsatisfactory the work is not sufficiently matched to the ability of the child with the result that insufficient learning takes place. This is a marked improvement on the last inspection when two thirds of lessons observed were

good or very good, but one fifth were unsatisfactory.

85. Teachers are familiar with the National Numeracy Strategy, which they apply effectively. As a result planning is now rigorous and systematic and teaching and learning has improved. This, with a greater emphasis on mental mathematics, direct whole class teaching and a planned daily mathematics lesson, has provided the impetus for improvement. Teachers clearly identify what is to be learnt in a lesson in their planning and share this with pupils when lessons begin. The oral and mental sessions, used effectively to give a clear start to the lesson, are usually conducted at a brisk pace. Different resources, such as number sticks, number boards and number cards, give every child the opportunity to answer and so be fully involved. Pupils are introduced to a variety of strategies to help them calculate more effectively and these are consistently built on as pupils move through the school. Teachers use mathematical vocabulary well and pupils are expected to do likewise. The end of each lesson is used effectively to consolidate learning and to introduce new work, giving pupils a taste of things to come. Tasks are well explained and pupils know what is expected of them. In Years 3 to 5 learning is further enhanced by the provision of Springboard by well-trained teaching assistants. A review of children's attainment has shown that this is helping to raise standards and has benefited a number of children, particularly those in Year 3 and Year 4.

86. The quality of learning is also good. Most pupils establish good work habits, try hard and participate fully in lessons. Pupils willingly volunteer answers and are keen to improve. Some teachers set time limits to ensure learning is carried out at pace. Occasionally teachers adjust their planning during the lesson if they feel pupils are capable of moving on or need more consolidation. The variety of methods of working out in their head and their understanding of mathematical operations develop as they move from class to class.

87. The curriculum is now based on the Framework for the Numeracy Strategy which provides a wide-ranging curriculum and ensures progression and continuity as pupils move through the school. A new commercial scheme has been introduced to relieve the pressure of constantly producing worksheets. Teachers now have more time to consider their teaching focus and the learning objectives. They are also encouraged to look beyond the scheme and use other resources to ensure work meets the needs of all the children. The availability of computers around the school enables pupils to consolidate their learning by using programs containing maths related activities during lessons. However, the subject leader has identified the need to strengthen the links with ICT and has already identified suitable opportunities to be trialled in Year 4. During Maths week, parents were given the opportunity to take part in demonstration lessons. Parents, along with their children, also took part in Maths Trails around the school. The school has produced 'homework sheets' showing the objectives the children are concentrating on for the term. This is in addition to written maths homework set in Key Stage 2. Appropriate links are made with other areas of the curriculum especially geography, design technology and science where accurate measurement and careful drawing is needed or pupils organise data and interpret information supplied on charts and graphs.

88. Assessment procedures and arrangements are extensive and improving. They provide a clear picture of how well children are achieving, properly guide planning and help pupils know what they need to do next. Assessment data from statutory and non-statutory tests is closely analysed to identify areas of weakness. This information is then used to set year group targets, which are to be reviewed and updated half way through the year. Teachers make assessments across all areas of the subject just before the end of each half-term. The information is then added to the tracking sheets and progress monitored. Key objectives are assessed at the end of each term. Alongside these more formal assessments, on-going teacher assessments are made to help with short term planning. Marking is generally informative and sometimes very good, encouraging and challenging the pupils as well as supporting their learning. The subject leader has identified the need to include scrutiny of books alongside review of planning.

89. Mathematics is very well led by an experienced, well-qualified subject leader, ably supported by key stage coordinators. Their enthusiasm and commitment is having a positive impact on the development and direction of the subject. Well targeted training to raise subject knowledge is helping to raise the quality of teaching. Plans are monitored regularly. At present the school

leadership team monitor teaching in mathematics. There is no doubt the effectiveness of the subject leaders would be much enhanced by the opportunity to monitor teaching and learning.

SCIENCE

90. In 1998 (the date of the last inspection), standards were average in comparison with national expectations in Key Stage 1 and above average in Key Stage 2. Overall, progress in the school was satisfactory, knowledge was good but scientific investigative skills were less well developed. Evidence obtained during this inspection from lesson observation, talking to pupils and analysis of work shows that standards of attainment in science at both key stages are similar to the national average. There is a growing emphasis on scientific enquiry and pupils understand fair testing; they are able to record and measure their observations and write up their experiments. However, there are differences in coverage and recording in some year groups.

91. Pupils in both key stages are provided with a comprehensive programme that enables them to acquire a knowledge and understanding of the world around them, of materials, living things and physical processes with a two year rolling programme for coverage throughout the school. Planning is regularly monitored but, with limited use of assessment and classroom monitoring, the adequacy of coverage cannot be guaranteed. No tracking of pupils' progress and their levels of attainment in this important subject takes place. There are plans to create a portfolio of pupils' work to show progression to aid this process. However, individual lesson planning, preparation and the use of resources are at least satisfactory and often good although in some cases, the use of worksheets stops pupils from using their own ideas about what to do or how to present it.

92. Years 1 and 2 undertake practical investigations. In a year 1 class, pupils investigated materials and their properties, testing a range of objects to discover whether they were magnetic or non-magnetic. They discussed their predictions and then worked in groups to discover which of the objects were magnetic or not. The pupils were able to discover that some two pence coins are magnetic while others are not. Pupils in a Year 2 class used observation, made predictions and recorded findings while investigating the rate at which ice melts and what it is that makes ice melt. Pupils clearly understood the need for a fair test and tried hard to explain the reasons for ice melting more quickly in some circumstances. Their books showed that they had covered further work on materials and their properties and also included work classifying mini-beasts, animals and plants. Further satisfactory work had been recorded following a sensory walk in the local environment and more evidence of scientific investigations came in a fair test exploring the growing conditions of beans.

93. In Years 3 and 4 the work in pupils' books covers detailed learning on the Earth in space and much good work on electricity and light. Carefully labelled diagrams of the eye and the use of correct symbols in electrical circuits enhance the work. In a Year 3 class, boys and girls were able to use models and captions to discuss and put the life cycles of frogs and butterflies in chronological order. Good support by the class teacher, teaching assistant and a volunteer helper reinforced the children's learning and in the plenary session pupils were able to demonstrate satisfactory knowledge and good levels of progress. Pupils investigating floating and sinking in Year 4 benefited from good organisation and some very good teaching. They gave good explanations of the forces exerted on simple plasticene boats that they had constructed to hold as large a cargo of marbles as possible. Some of their thinking was at a sophisticated level and the class teacher's questioning and encouragement aided this.

94. Pupils in Year 6 were observed in the second of a series of lessons on electricity. Previously they had recapped on the construction of electrical circuits and were now creating more complex circuits using a range of switches to work light bulbs, buzzers and motors. Good planning and good use of resources ensured good progress was made in this session. Pupils began work on multi-switch circuits and were able to apply their knowledge in identifying a variety of uses for the different systems. In Year 5, good links between science and literacy were made in the course of a literacy session where pupils studied scientific drawings on hearing in mammals and created captions for them. Other good cross-curricular work in geography and science in Year 5 came when the study of local geographical and geological features led into the classification and

identification of rocks. Scientific vocabulary was extended through the naming of rock types: sedimentary, metamorphic and igneous, and through the properties of those rocks, e.g. permeability. In Year 6 this work was extended and an investigation of what happens to rainfall on different surfaces was carried out. Work was differentiated for different ability levels both in worksheet and information sheets and in the outcome of the pupils' work. There are also clearly written accounts of weighing objects in Newtons with a force-meter and an investigation of springs using a well organised format.

95. Six lessons were observed during the inspection and the teaching was good overall. The subject knowledge of teachers is at least satisfactory and frequently good, and year group planning and the two year rolling scheme of work go some way to ensuring that the science curriculum is covered systematically. Pupils are enthusiastic in science lessons and they enjoy practical investigations. Discussion and questioning are well used to develop pupils' thinking. When available, support assistants provide good support for lower attaining pupils. In both key stages, boys and girls recall with interest a limited range of previous scientific work, this demonstrated the need to further improve the use of correct vocabulary and indicated a slightly uneven coverage of life processes in upper Key Stage 2.

96. The areas for improvement identified in the last inspection have been addressed. There is a greater emphasis on investigative skills, with the associated reasoning and reporting, and a set amount of time over a short period time was given to the co-ordinator to audit the subject. The demands of this important subject need regular release time to influence the quality of science teaching. The experienced and enthusiastic coordinator is aware of the strengths and weaknesses of science in the school. Within the past few months, with the help of another colleague, he has conducted a very thorough science audit, which highlights the good work going on and notes the areas for improvement which includes the need to improve termly planning. Mention is also made of the place of scientific enquiry. More importantly, the audit highlights the pressing need for assessment arrangements in the subject to match those in the other core subjects.

ART AND DESIGN

97. Overall standards in art and design are good, the visual arts have a high profile and the art curriculum is well developed. Progress has been maintained in art since the 1998 inspection, when there was a similarly strong picture. The subject is well led and there is a clear sense of purpose. Good and very good teaching and learning were observed during the inspection.

98. Years 1 and 2 pupils experience a wide range of artwork. In association with their work on houses and materials, they have produced drawings, collages and water colour paintings. These paintings used a local artist as the focus for their work and the results are well developed paintings with good use of colour and line. The collages were produced in small groups with the class teacher's clear instructions and good support from the teaching assistant enabling the pupils to make good progress. In a Year 2 lesson, African Adire patterns were used as a stimulus for detailed drawings that would lead on to wax resist paintings. In another class other African artefacts were used for their patterns and the good working atmosphere helped the pupils to concentrate on their successful designs. Sketchbooks used in Year 2 are a good start but this is an area that could be further developed.

99. A Year 3 lesson used cave paintings of animals, and animal portraits by Stubbs to highlight the two very different approaches. Good use was made of artistic vocabulary to develop the pupils' understanding and the resulting cave style sketches in pastel and pencil were very effective. In two Year 4 classes, small artist's models and fellow pupils were well used to sketch figures for artwork linked to the current Greek topic. There was very effective teaching in the attention drawn to the proportion and position of figures. In both classes, a confident, uninhibited style of drawing was very evident and levels of attainment were good. In Years 5 and 6 much good artwork has resulted from the environmental study of local land and beaches. A range of good quality sketches and paintings have been produced, notably the large-scale work on the flotsam and jetsam found on the beach. Year 5 pupils constructed detailed clay relief tiles depicting the seashore which they glazed and fired themselves. Reasonable use of sketchbooks is made throughout Key Stage 2 but the

school has identified this as a priority for development in the subject. Careful observational drawings of the wide variety of artefacts available in the school would make a good starting point in these sketchbooks.

100. Two art clubs run after school for pupils in Key Stage 2 provide very good extra provision for pupils with stimulating projects. The club for lower juniors focused on printing while older children were developing their ability to work with line and space, having looked at a range of artists' work including Matisse and Lautrec. Last summer a group of pupils took part in a summer school in the first week of the holidays which took the work of David Hockney as inspiration. The resulting work in drawings, textiles and particularly mosaics was of a very high standard. The school has a rich artistic environment with artefacts and past pupils' ceramic work well featured. This gives value and recognition to the visual arts creating an atmosphere that permeates other aspects of school life. However, it is important to keep the majority of the display of pupils' work, much of which is very high quality, up to date, rather than retaining previous good work. Monitoring of the subject needs to be improved and plans to collect samples of work through an art initiative will give the opportunity to provide an effective assessment portfolio.

DESIGN AND TECHNOLOGY (DT)

101. Standards in design and technology currently match national expectations and from the lessons observed, examples of work and discussion with pupils, there are some examples of good work in the school. This is in comparison with the previous inspection where standards in both key stages were reported as good. The school has changed its scheme of work this year by adapting national guidance and existing school based units into the overall scheme. Teachers introduce pupils to a balanced experience of designing and making articles. Only two lessons were observed during the inspection period, but a range of pupils' work was examined, work was discussed with pupils and the developing subject portfolio provided further evidence.

102. In Years 1 and 2, pupils created calendars with collage pictures in textiles, working from their own designs. The finished calendar was presented in a self-made cardboard mount. Pupils working on designing a vehicle for Santa Claus produced simple evaluations of wheeled vehicles, experimented with construction kits and drew their own designs. The models made in this unit of work were well constructed and showed a range of different construction techniques.

103. In a good Year 3 lesson, introducing a new unit of work, pupils made thorough evaluations of the way free-standing picture frames were designed and made in order to start the process of designing and making their own. Good teaching and preparation, including differentiated worksheets, enabled pupils to make a good start to this unit of work. Work in a Year 6 lesson involved using joints and cutting methods to construct a 3-D shape from a net. Good use had been made of a range of boxes and packages to evaluate constructions but progress was unsatisfactory throughout the lesson and there was little challenge for pupils as a photocopied net was provided for them to work on. From pupils' work and the portfolio there were good examples of evaluation and design in a unit of work analysing different kinds of bread and creating new tastes and flavours. Simple mechanical toys with working parts based on the windscreen wiper system to make ducks move were constructed by Year 3 pupils. In Year 5, pupils had produced their own colourful weavings. They also used cams in small moving landscapes: a graveyard had bones moving in and out of graves, while another pupil created an animated footballing scene. Year 6 pupils' detailed work on pulleys and gears showed good learning in their carefully drawn axiomatic diagrams and well constructed models.

104. The coordinator has established a clear scheme of work with a variety of units available for staff, giving a good range of coverage. A good start has been made to monitoring attainment in the beginning of a portfolio of pupils' work. In time this is planned to give a clear picture of attainment in the school, highlighting the planning involved and showing the moderation of work. However, currently no systematic assessment of work in DT is taking place. The coordinator has links to other schools through a local academic council to help with matching work to national standards. Planning is monitored and teachers' evaluations are written up for units of work but these are not made available to the coordinator. Currently there is no time available for the monitoring of teaching and learning in DT and this should be considered in the future.

GEOGRAPHY AND HISTORY

105. Work in these two subjects is organised in two year rolling programmes which meant that only history lessons were observed in Years 3 to 6 and mainly geography lessons in Years 1 and 2. In addition, all six classes in Years 5 and 6 were studying the Egyptians while Years 3 and 4 were studying the Ancient Greeks. Where possible, evidence from the total of ten lessons observed in these two subjects are supplemented by the analysis of teachers' planning, work completed this school year, and by discussions with pupils. To avoid repetition and provide a solid base for judgements about teaching and other aspects of provision, geography and history are reported on together, with strengths and weaknesses pinpointed.

106. Work observed in lessons and in pupils' books in geography and history is generally as expected though not consistent across year groups with better work where teaching is better. Children make overall sound progress throughout the school. They are keen and enthusiastic about historical and geographical study and are actively involved in their learning and enthusiastic about the topics they cover. A year two class energetically discussed different climates in Africa, and the effect the climates had on the animals that inhabited these regions. In year one the children confidently worked together in 'listening pairs' on time sequencing buildings, and in years five and six, the children enjoyed a dramatic re-enactment of the burial of a pharaoh queen.

107. In the lessons observed, teaching was mainly good with an excellent contribution made by a visiting specialist who thoroughly entranced older pupils. The subject knowledge of the teachers is secure and lessons are well planned. Resources are well allocated, and good use is made of resources such as local maps of the area, reference books and artefacts. The teachers demonstrated a variety of teaching styles from direct instruction to facilitating independent learning and good use is made of cross-curricular work. In a year one class pupils were discussing a 'plan view' and were able to draw a bird's eye view of shapes. In a following ICT lesson the children were working on a programme to design and make a plan of a town. Year five and six pupils studied water and its effect on the landscape, they examined coastal erosion and foodchains on the seashore. A field study to Wembury beach supported their learning and cross-curricular links were made with ICT and English on their water poems.

108. Good levels of understanding and knowledge were shown from the youngest to the oldest classes. For instance, in Year 1 pupils can distinguish between 'very old', 'old', and new houses, they are able to discuss the similarities and differences. Some pupils talk about 'Georgian' and 'Victorian' features. All the children can confidently sequence pictures of houses through time from old to present day. They used books to support their identification of the differences. In a year four class the pupils compared the similarities and differences of a school in Plymstock to a school in India. Pupils in years five and six are able to talk confidently about Egyptian culture in the time of the pharaohs. They wrote their own name in hieroglyphics, deciphered hieroglyphic messages and produced their own named hieroglyphic bookmarks. In all lessons observed pupils demonstrated their use of historical sources, such as maps, illustration and documents to support their understanding of the past.

109. Both subjects have policies and schemes of work in place based on national guidance which helps to provide structure and coherence to planning which is regularly monitored and outcomes evaluated. However, coordinators do not see these evaluations and they do not have the opportunity to observe what is going on in the classrooms to monitor provision. No assessment procedures are in place so it is very difficult for the school, teachers or pupils to know how well they are doing in history and geography. The geography coordinator is keen to move her subject on and has a good action plan to develop it but though history has been well led in the past, at the moment it is on the back burner.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

110. Although the last report said that 'many pupils achieve beyond the national expectations in those aspects of ICT that are taught', the school is very aware and proud of the fact that both

provision and standards are now much better. Pupils are learning well and making good progress throughout the school. Attainment is building as pupils move from class to class and in some younger classes attainment is now better than expected. However, this is not consistent and is dependent on the confidence and expertise of the teacher so that overall standards are as expected. Pupils in the older classes have made similar good progress in the short time the upgraded equipment and teaching has been in place and it is to everyone's credit that most are already reaching the demanding standards expected for their age. Given the present and planned provision for ICT in the school, and the drive and energy of the leadership, it is anticipated that the attainment of 10 and 11 year olds will rise even further in the future.

111. The school has made a major investment in successfully improving the ICT resources and further improvements in curriculum, planning, teaching and leadership have had a very positive impact on the development of the subject. However the coordinator recognises that, despite this investment and the improvements made, present resources fall short of the current recommendations in the older classes and further portable computers are to be obtained to make up the difference. All classes are timetabled for at least an hour per week in the computer suite with its associated digital projector and younger pupils were regularly observed making use of the computers outside their classrooms. However, the current set of laptop computers were rarely in use in Years 5 and 6 so that almost all activity in this area took place during the suite session.

112. With the great majority of staff having undertaken NOF training, many at higher levels, most are now confident in the use and teaching of ICT and this showed itself in most of the lessons observed. Another key feature of provision is the way cross-curricular themes have been integrated into ICT and other lessons. The appointment of a dedicated ICT teaching assistant is also making a good impact on teaching and learning in the suite. Common features of all lessons were the clear objectives and clearly set out activities in teacher's lesson plans, the very good contribution of TAs in coaching individuals with less knowledge or confidence and the excellent attitudes and behaviour of pupils while working in the computer suite or shared area.

113. All these factors were demonstrated in a Year 1 lesson in which very young pupils logged on, confidently accessed the 'My World' programme and used the keyboard and mouse fluently to pick up and drop in images onto a landscape to make a town picture as the cover for their topic books. Not content with this, several moved on to the much harder concept of a plan which they explained in a very matter of fact way. In a less well taught Year 2 lesson using a graphics programme to fill shapes with colour, the pupils showed great concentration in following complex instructions with many helping their neighbours to keep up so that all succeeded in creating very impressive screens filled with colour. They needed little prompting to show how to do it or to explain how to name and save it.

114. Pupils in Year 3 were reminded of their first 'go' at emailing the previous term before initiating a conversation with a 'friend' in another class. The lesson was well prepared with an instruction sheet for each child to follow and some of the content provided i.e. the joke to send. However, this should not have been necessary for higher achievers which limited their scope to use their initiative. In addition, by not making use of the digital projector to work through the exercise, the teacher and the TAs had to be very busy answering the questions which could have been sorted out at the start. However, they all managed to send their message and were keen to get the response. Year 4's in two classes had no difficulty at all in choosing a graph to display data and in exporting it to a word processing programme to make a presentation. In both cases, the teachers very good subject knowledge and clear explanations meant that pupils moved quickly through the various stages of the process and were happy to experiment with the presentation. A very good example of this also came in a Year 5 lesson on searching a database noted in the 'Teaching and Learning' section above.

115. An important factor identified by a local authority audit of ICT provision is the impact of home use or the lack of it on pupil's achievements and attitudes in ICT. This was very evident in a Year 6 lesson on using the full range of available 'tools' to present work based on an Egyptian Menu. While some pupils with access to computers at home were able to search the internet for images, download them and use them as icons or background, other pupils struggled to change fonts and

put in dividers and were obviously disappointed with their efforts. Inspectors agree with the local authority that the school needs to 'include opportunities to narrow the digital divide'. As noted above, the coordinator has done a very good job in building up the subject to its present healthy position. However, to move on, procedures for monitoring and recording how well pupils are doing against national expectations need to be built up and used, and lessons need to be actively monitored so that trends can be identified and support provided where most needed.

MUSIC

116. Inspection evidence from observation of a small sample of lessons, music associated with assemblies, extra-curricular activities and individual instrumental tuition indicated that standards in music are average. However the subject has a low profile in the school, with relatively few children involved in musical activities outside the classroom, playing instruments or singing. For example only 6% of pupils receive instrument tuition provided by visiting specialist teachers and extra curricular activities are limited to two lunchtime song clubs and a recorder group. Hardly any of this additional provision is available to the younger children. As a result the energy and enthusiasm for music found in many schools is not evident and pupils are denied the opportunity to extend their learning and interest in the subject. This also has a negative effect on their cultural development. Overall this is a similar to the judgement in the last inspection.

117. Pupils make satisfactory progress in music lessons and achieve appropriately throughout the school. In Year 1, pupils listen well to an inspiring piece of music, such as 'Sunrise', and suggest it makes them think of 'me catching leaves.' They play percussion instruments enthusiastically making the sounds louder or quieter in response to the teacher. Year 2 pupils clap a simple accentuated rhythm pattern and recognise that the 'chorus' comes between each verse in a song. By Year 3 pupils suggest instruments that could be used to represent the sound of trickling water and have a basic understanding of tempo and dynamics. Year 4 pupils understand that music can be described through invented and established notation and that vibration is a source of sound. Year 5 pupils are introduced to families of instruments, such as the strings. They identify the members of the strings family and draw and label a violin, identifying the bridge, fingerboard and sound-hole. Singing in assembly is enthusiastic and pupils achieve satisfactory standards. Music is played on entry to allow pupils to listen and compare music from contrasting musical traditions. All age groups are given the opportunity to participate in a musical production at different times through the year. The younger pupils also join with other schools in an annual 'singing workshop.'

118. In lessons observed the quality of teaching was satisfactory and good. Good lessons are well structured with clear learning goals and objectives. The teacher successfully stimulates pupils' interest and imagination, giving them opportunities to recognise and respond to symbols representing different levels of sound ranging from very quiet to very loud. Using this form of notation the pupils enthusiastically and successfully followed a pattern. Pupils were introduced to musical terminology, such as tempo and dynamics. In less successful lessons, pupils participate well, but are given little guidance or opportunity to discuss to improve their composition. About 35 pupils have instrument tuition from visiting guitar, keyboard or clarinet teachers.

119. A new commercial scheme has been introduced to support planning by ensuring both progression and adequate coverage of the National Curriculum. However, this is used inconsistently and the progress of children is not properly monitored. Each term classes are asked to provide taped samples of work, which are kept by the subject leader on a master tape. Teachers also regularly complete an audit to help ensure coverage but this is not evaluated by the coordinator. However, the teaching of music is not directly monitored and there are no assessment procedures to help judge progress and inform planning. 'Evaluations' submitted to the head are not shared with the subject leader.

120. Given the size of the school resources for music are insufficient. Musical instruments are mainly stored in the drama studio. However, the range or quality of instruments and resources available does not fully support the music curriculum for a school of 600 plus pupils. The school contains a number of staff with subject expertise in music. Although they often support the subject by providing extra curricular clubs or playing in assemblies, this valuable resource is insufficiently

used.

PHYSICAL EDUCATION

121. Sound standards in lessons seen in gymnastics, dance and games have been sustained since the last inspection. The good programme for physical education includes a rolling programme of dance, gymnastics, games and swimming, and for year three to six athletics with some outdoor adventurous activities, such as orienteering, and a wider range for year six during their residential visit to Exeter. The school makes very good use of their own good size swimming pool in the summer term, and by the end of Year 6 most pupils can swim the expected 25 metres.

122. During the inspection lessons in gymnastics, dance and games in year six were seen. The overall good teaching seen in most lessons contributed to pupils' good response and enjoyment. Where teaching was not as strong in, for example, a year six dance lesson, pupils were inattentive and noisy whilst practising movements reflecting the building of the Egyptian pyramids. However, they responded well once the music was introduced. Teachers are very good at ensuring children warm up at the start of the lesson. Most teachers use a 'traffic light' system to control the speed and direction of pupils' movement, but the most effective warm up was seen in a year four lesson where this was combined into a warm up circuit.

123. In gymnastics, work seen was limited to floor work, mats and benches; no fixed apparatus or ropes were used. In a year one lesson, pupils gradually built up a sequence of jumps focusing on shapes and travelling in between. Teaching points were well made, with individual pupils performing to the class. In a year three lesson pupils worked well together, first in pairs and then as a group of four to mirror movement in a dance. Pupils responded well to the opportunity to evaluate performance. In a very good year five lesson, pupils worked very well responding to music in a rhythmic way to produce dance movement reflecting synchronised swimming. The pace of the lesson was very well maintained, by effective questioning, time to practise with and without the music and opportunities to perform to the class at various stages of the lesson. Although year six pupils have games altogether, they remain as a class with their own class teacher, currently working on blocks of hockey, football and tag rugby. The session was generally well managed, with appropriate skill-based activities.

124. The coordinator works hard to promote the subject, particularly the extra curricular activities, and has a very good understanding of the strengths and weakness of the staff in the teaching of physical education, most feeling more competent with dance than gymnastics. While planning for the subject is well monitored, no teaching of physical education has been observed. Recent Sports College status of the local secondary school is seen, through the involvement of specialist teachers, as a way of improving the confidence of teachers in the teaching of all aspects of physical education. During the inspection, good teaching was mainly associated with the expertise and confidence of individual teachers. However, in this large primary school, teaching strengths in physical education have not been maximised in year groups, or wider groups to benefit pupils and to raise standards. The school provides extra curricular activities for the older pupils and enters very successfully in a wide range of local competitions, which is not surprising for a very large primary school. It is well resourced with a good-sized, well equipped hall, plenty of small equipment, spacious grounds, ample hard standing and a swimming pool.

RELIGIOUS EDUCATION

125. Pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus. Pupils in Year 1 explore the qualities needed to be a special friend. They know that Jesus had special friends in the disciples. Boys and girls retell the story of the Creation through art and recount the story of Zacchaeus. They begin to appreciate that there are different religions in the world through an introductory story of Buddhism. Pupils in year two are becoming aware of the Christian faith. They know the stories behind the festivals of Christmas and Easter and recall stories from the Old Testament. Most know the meaning of some Christian symbols and when they are used, for example the cross and water. They know that the Bible is identified as a special book for Christians. Boys and girls are aware of the Hindu religion and the story of Rama and Sita as well as some of the differences between Judaism and Christianity. They accept that others have

differing opinions and religions and learn to respect them.

126. Pupils in year three further explore the meaning of Christian signs and symbols. They begin to study the meaning of the Lord's Prayer. Pupils in year four are developing a greater awareness of Christianity and its teaching. They explore a link between people in the past, for example Mother Teresa, and the importance of religion in her life and the way in which she lived. They raise thoughtful questions to find out more about the person. Boys and girls begin to explore the feelings of people and the impact on their lives. They are introduced to the Islamic faith. Pupils in year six have a satisfactory knowledge of religious belief and teaching. They understand the importance of religion to some people and respect others' views and opinions. Most are able to explain feelings associated with their own experiences and have an awareness of the relationship between religion and everyday life. Pupils successfully reflect on their own ideas of how Jesus may have looked and compare them with artists' impressions. All pupils, including those with special needs, are well supported and make satisfactory progress.

127. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Where teaching is particularly good the lesson is well planned and organised with achievable learning objectives which ensure pupils gain in knowledge. A well-paced lesson with very good class control and very good relationships enables interest to be maintained and learning to be fun. Where time is provided for pupils to reflect on their own thoughts greater recognition of the spiritual dimension of the subject is apparent. Adults and pupils show an open respect for others' opinions and beliefs.

128. Since the last report, the new subject coordinator has successfully introduced the new local authority agreed syllabus. The written scheme has been changed from a two year rolling programme to an annual programme. Pupils in Years 3 to 6 record their work in a designated exercise book, which is a start to raising the profile of religious education. However, the amount of time spent on religious education across the year is barely enough to fulfil the requirements of the syllabus. Resources are being updated to include good quality books, pictures and quality artefacts to support the syllabus.

129. Christianity forms the main content and an introduction to other world faiths and is included across both key stages. However, the new programme is not being monitored thoroughly enough to ensure that consecutive year groups are not repeating stories and content. As yet, the assessment of pupils' work does not follow any formal routine and little support is provided for colleagues. Links with the parish church include involvement from the minister in religious education. Visits to the local church, Cathedral and synagogue along with visitors to the school provide support for the teaching of religious education. The Christian Resource Centre is a valuable organisation that is well used.