

INSPECTION REPORT

UPTON ST JAMES C OF E PRIMARY SCHOOL

Upton, Torquay

LEA area: Torbay

Unique reference number: 113402

Headteacher: Mrs S Hutchinson

Reporting inspector: Miss J Porter
8915

Dates of inspection: 17 – 20 March 2003

Inspection number: 247364

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior |
| School category: | Voluntary controlled |
| Age range of pupils: | 4 – 11 years |
| Gender of pupils: | Mixed |
| School address: | St James Road Upton Torquay Devon |
| Postcode: | TQ1 4AZ |
| Telephone number: | 01803 328286 |
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| Appropriate authority: | Governing body |
| Name of chair of governors: | Mrs J Payne |
| Date of previous inspection: | 23 January 2001 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-----------|----------------------|---|---|
| 8915 | J Porter | Registered inspector | Mathematics | What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further? School data and indicators |
| 15522 | B Morgan | Lay inspector | Educational Inclusion | Pupils' attitudes, values and personal development How well does the school care for its pupils or students? How well does the school work in partnership with parents? |
| 22587 | J Buswell | Team inspector | English Music Physical education English as an additional language | How good are the curricular and other opportunities offered to pupils or students? |
| 31529 | S Shetra | Team inspector | Information and communication technology Art and design Design and technology Foundation Stage curriculum Special educational needs | |
| 2785 | J Bird | Team inspector | Science Geography History Religious education | How well is the school led and managed? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Upton St James is a voluntary controlled Church of England Primary School serving an urban area of Torquay. It is situated in the Ward of Tormohun, which is recognised by the EU Parliament as being an area of the most serious social deprivation in the South West. The school is on a split site. The main school was built in 1897. The annex, a refurbished Victorian church, is situated just down the road. The school caters for pupils aged four to eleven. There are 196 pupils on the roll. The school is a similar size to schools nationally. Approximately 23 per cent of pupils are eligible for free school meals, which is broadly in line with national averages. Less than one per cent of pupils have English as a second language, which is low when compared to the national average. The school identifies 25 per cent of pupils as having special educational needs which is above the national average and the percentage with statements of need is broadly average. Most pupils with special educational needs have general learning difficulties whilst a few have specific problems, such as speech difficulties. Pupils come from a wide variety of backgrounds but many suffer some form of disadvantage. On average pupils' attainment on entry to the school is below average.

HOW GOOD THE SCHOOL IS

Upton St James is an improving school with many good features. Standards currently are in line with national averages by the end of the juniors in English, mathematics and science. Overall, teaching is good. The school successfully provides all pupils, regardless of age, gender and background with learning opportunities appropriate to their needs. The headteacher, supported by an able deputy headteacher and a committed hard working team of staff has managed the improvements effectively. The governors are effectively contributing to the management of the school and the school provides satisfactory value for money.

What the school does well

- Leadership team is effective.
- Teaching is good overall in the infants and juniors.
- Support staff are used very effectively to support learning and to improve standards.
- Attitudes, behaviour and personal development are good and enable pupils to make good progress.
- The school cares for its pupils very well.
- Assessment information has a positive influence on target setting for whole school and individuals.

What could be improved

- The quality of teaching where it is only satisfactory.
- Standards for pupils who are more able.
- The use and development of literacy skills in other subjects.
- Opportunities to promote independent learning.
- The focus and coordination of the school improvement plan.
- Provision for spiritual and cultural development.
- Accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved significantly since the last inspection in March 2001 when it was judged to be under achieving. Standards have improved in science and information and communication technology by the end of the juniors. Improvement in the teaching of writing has helped to raise standards in literacy, but pupils' use of writing skills in other subjects is less well developed. Reading has improved in Year 2 overall. Higher attaining pupils are not always sufficiently challenged. The provision of individual work for pupils with special educational needs has improved markedly. Practical investigations in science have improved. The successful use of technology to support pupils' learning has been a significant development. Behaviour management strategies ensure that the challenging behaviour of a few pupils does not disrupt the learning of others. Teachers now have a good understanding of the National Curriculum guidance and plan lessons in science and information and communication technology effectively. The school self evaluation procedures have improved and priorities have been identified. However, existing documentation does not reflect the effectiveness of current practice. With a clear vision for the future development of the school, the current managers and staff have the capacity to sustain and continue the improvements made since the last inspection.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

On entry to the Reception class, children's attainment is below that normally found. By the end of their Reception Year current children are on course to attain average standards in all areas of their work.

Inspection findings indicate that, by the age of seven, current pupils are attaining standards in line with those normally found in all subjects, with the exception of writing, where the standard is below. This is a significant improvement since the last inspection. In the 2002 tests and assessments for seven-year-olds, although standards in mathematics were above those found nationally, standards in reading were below and standards in writing were well below. Teacher assessment identifies standards in science as very low. Fewer pupils than found nationally attained the higher Level 3 in reading, writing and science. In comparison with similar schools standards in mathematics were well above average. In reading they were average. In writing they were well below average and in science, based on teacher assessments, they were very low. There has been improvement in recent years in mathematics. Standards in reading have varied and there has been little improvement in standards in writing. Special educational needs pupils achieved standards that are appropriate for their age and ability. Pupils make good progress in reading and mathematics and satisfactory progress in writing and in science. There was insufficient evidence to make a judgement on music for the infants.

Inspection findings indicate that by the age of eleven the current pupils in Year 6 are attaining standards that are in line with those normally found in all subjects. In the 2002 tests for eleven-year-olds, English was below average but mathematics and science were well above. In comparison with similar schools, pupils attained well above average in mathematics and science and above average in English. Over the last three years, standards in English have been variable. Standards in mathematics and science have improved significantly. Pupils with special educational needs achieve standards appropriately for their age and ability and make good progress. Good progress is made in English, mathematics and science. The attainment of boys in English, mathematics and science is significantly below that of girls.

From a detailed scrutiny of pupils' work over the last year, direct observations of their work in lessons, hearing pupils read and discussing their work with them, inspectors judge that standards pupils are attaining in art and design, design and technology, geography, history and physical education are typical of those found in both Years 2 and 6. Standards in religious education are in line with those expected in the locally agreed syllabus. Music is in line with the expected standards in Year 6. Numeracy skills are used well to support other subjects. Standards in information and communication technology in Years 2 and 6 are now similar to those found nationally. This is an improvement since the last inspection. More able pupils are not always sufficiently challenged to attain the higher level in writing. The school has set challenging targets for 2004, and is currently on course to meet them.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. The majority of pupils have positive attitudes to their learning, and respond particularly well to the good teaching and the personal support and encouragement given by all staff. |
| Behaviour, in and out of classrooms | Good overall. The majority of pupils behave well in lessons and around the school. Staff manage pupils well. There is no evidence of oppressive behaviour. Pupils are polite and friendly. |
| Personal development and relationships | Good overall. Relationships are very good throughout the school. Pupils' personal development is well supported. They take on responsibilities around the school. However, their skills as independent learners are less well developed. |
| Attendance | Satisfactory. The school works hard to promote good attendance. |

The atmosphere in the school is good and pupils mostly play and work together in harmony. The school operates as an orderly and pleasant community. The limitations of the building and the site place great pressure on staff and pupils. The good staff management of pupils is therefore noteworthy.

TEACHING AND LEARNING

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

Overall, teaching is good. The quality of teaching is sound and sometimes good in reception and generally good throughout infants and juniors. In all, inspectors observed 39 whole or part lessons. In all lessons, teaching was judged to be at least satisfactory. It was good in 17 and very good in six lessons. The teaching of literacy was generally good but teachers did not always extend pupils' use of writing skills in other subjects. The teaching of mathematics was good and numeracy skills were taught and used effectively by teachers in many subjects of the curriculum. Teachers have good subject knowledge, high expectations and use a wide range of teaching methods well. Lessons are effectively planned and teachers manage pupils very well. Support staff are very effective in supporting pupils' learning, especially those pupils with special educational needs. As a result these pupils make good progress. The match of work to the needs of more able pupils is inconsistent and their rate of progress fluctuates as a result. All pupils respond well to the good teaching they receive. Pupils generally make good progress, however, sometimes the marking of their work does not always tell them how well they are doing or what they need to do to get better. In a few lessons pace of delivery is slow. Pupils gain good knowledge and understanding but do not always have

opportunities to work independently. The pace of a few lessons was slow and as a consequence a number of pupils lost their concentration.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Satisfactory overall. Pupils are provided with appropriate opportunities to develop knowledge, skills and understanding. Activities outside are satisfactory given the limitations of the site. Too few opportunities are provided for pupils to develop independence in their learning. |
| Provision for pupils with special educational needs | Good overall. Teachers and learning assistants are well deployed and work effectively to provide individuals with quality support. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Satisfactory overall. Social and moral development are good. Spiritual and cultural development of pupils are satisfactory. This represents a decline since the last inspection. |
| How well the school cares for its pupils | Very good overall: the school is a very caring community, which provides well for its pupils' social and personal welfare. The school's effective promotion of racial harmony contributes to this. Good arrangements exist in relation to the use of assessment to guide teaching and learning. |

The school works hard to promote its partnership with parents. It has improved the quality of its communication with parents but is aware of the need for greater clarity of information.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good overall. The headteacher and able deputy headteacher who are well supported by the curriculum leaders and the governing body effectively lead the school. |
| How well the governors fulfil their responsibilities | Good overall. The governors are enthusiastic and committed to raising standards. They fulfil all statutory responsibilities and are becoming increasingly effective as critical friend to the school. |
| The school's evaluation of its performance | Satisfactory. School does monitor and evaluate key aspects of its work well, for example teaching and learning and attainment. The school improvement plan is limited in its usefulness as a tool for securing improvement. It is cumbersome and lacks structure. |
| The strategic use of resources | Satisfactory. Carefully made decisions take account of best value principles, but are insufficiently linked to school review and |

| | |
|--|------------------------------|
| | the school improvement plan. |
|--|------------------------------|

The management team have successfully addressed the underachievement identified in the previous inspection report. There are sufficient resources for all subjects. The school buildings are cramped and the playground is small. This adversely affects some areas of the curriculum. The school manages the situation well but the split site and staggered playtimes require additional time to be spent on managing pupils' movement around the school. The school has established a process of seeking opinions from both parents and pupils. It applies the principles of 'best value' well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none">• The school expects pupils to work hard and do their best and pupils make good progress.• The teaching is good.• Pupils are helped to become mature and responsible, the school cares for them very well.• Children like school and are keen to learn.• Generally, they think that behaviour is good but occasionally this high standard slips. | <ul style="list-style-type: none">• Some parents do not feel that they know enough about what children can do.• The school does not work sufficiently closely with parents.• Some parents would like to see a greater range of activities out of school time. |

Inspectors agree with the majority of the positive views expressed by parents. Behaviour overall is judged to be good. Teachers manage pupils' behaviour very well and the school spends much time and effort to help pupils improve. Inspectors find that the school has developed good arrangements to tell parents about what pupils can do and to indicate areas for improvement. The school has successfully improved its communication with parents and now takes greater account of their views. The range of activities provided for pupils out of school time is, given the size of the school and the limited space available, judged to be similar to that seen in equivalent schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

1. Inspectors based their judgements on an analysis of test and assessment results, direct observations of pupils in lessons, hearing pupils read and a detailed scrutiny of pupils' present and previous two terms work. Discussions were held with pupils where other evidence was gathered to establish what pupils knew and could do.
2. The early assessment of children on entry to the Reception class indicates that their attainment is below that normally found for children of this age. Many have had access to pre-school experiences in playgroups and show developing social awareness. By the end of their Reception Year current children are on course to attain standards which are average in all areas of learning.
3. Inspection evidence shows by the age of seven current pupils are on course to attain standards which are in line with those normally found in all subjects except writing, which is below. This is a significant improvement since the last inspection. In mathematics for example, average pupils are able to add and subtract accurately with numbers of increasing size and estimate and measure accurately. They successfully perform simple multiplication calculations based upon familiar tables and recognise 2 dimensional and 3 dimensional shapes. They have a good understanding of symmetry and accurately and carefully produce simple tally and bar charts. Attainment in reading is about typical for pupils at the age of seven but fewer pupils are reading at the higher levels. Although pupils' writing is still below average overall, considerable improvement has been made over the last two terms. Pupils have been encouraged to plan their writing, often using a variety of 'writing structures' to help them. They write for an appropriate range of purposes and develop an awareness of how the addition of adjectives and adverbs can enrich their writing. At times, however, the writing tasks are too constrained to allow the younger higher attainers to write freely.
4. In the 2002 tests and assessments for seven-year-olds, when the attainment of all pupils is considered, overall standards in reading were below average and standards in writing were well below the national average. Standards in mathematics were above average.
5. The percentage of pupils attaining the expected Level 2 was in line with the national average in reading and well below average in writing. The proportion attaining the higher Level 3 was below average in reading and writing. In mathematics the proportion attaining the expected Level 2 was close to the average and the proportion attaining the higher Level 3 was above average. In science the proportion attaining the expected Level 2 was very low and the higher Level 3 was well below the national average.
6. The attainment of boys in reading and writing was lower than the attainment of girls at Level 2 and above. Boys and girls attained similar standards in mathematics at Level 2 and above.

7. In comparison with similar schools using national benchmark free school meals information, standards in reading were above average and in writing well below average. In mathematics standards were average. Standards in science were very low. Pupils make good progress in reading and mathematics and satisfactory progress in writing and in science.
8. Using the national benchmark information for all pupils standards were below average in reading and well below in writing. They were above standards expected in mathematics.
9. In comparison with schools in similar contexts using the data for all pupils, standards in reading were average, writing standards were well below and mathematics standards were well above.
10. Pupils with special educational needs in the infants achieve standards appropriate for their age and ability. Pupils are well behaved, enjoy their activities and have good attitudes to learning, wishing to succeed. They take a pride in their activities, they have good self-esteem and make good progress.
11. There has been improvement in recent years in mathematics. Standards in reading have varied and there has been little improvement in standards in writing tests. However, inspection evidence shows that although pupils' writing is still below average, overall considerable improvement has been made in the last two terms.
12. By the age of eleven pupils are attaining standards that are in line with those normally expected in all subjects except writing. This represents good progress given their previous attainment history. Pupils have attained standards in reading typical of those normally found. Higher attaining pupils are able to give very good account of the story so far with very good expression and explanation of what might happen next and why. They were able to give reasons why they like certain books. For example, one pupil commented he liked to read books with humour because they made him laugh.
13. In the 2002 tests and assessments for eleven-year-olds the percentage of pupils attaining the expected Level 4 was above the national average for English and mathematics, and well above for science. The percentage attaining the higher Level 5 was well below average for English and well above average for mathematics and science. This represents a good improvement since the last inspection.
14. In comparison with similar schools the proportion of pupils attaining at least the expected Level 4 was well above average for English, mathematics and science. The percentage of pupils attaining the higher Level 5 was in line for English, well above average for science and very high for mathematics.
15. Using national benchmark information for all pupils, standards were below the national average for English, and well above average in mathematics and science. In comparison with similar schools data pupils' standards in English were above average, in mathematics and science they were well above average.

16. When taking account of pupils' achievements when they were seven, progress made by pupils in mathematics and science was well above national expectations but in English was well below.
17. Over the last three years standards in English, have been variable. They declined slightly in 2002. Standards in mathematics and science have improved significantly.
18. Special educational needs pupils in the juniors attain appropriate standards and make good progress.
19. The school has set realistic targets for 2003 and challenging targets for pupil attainment for 2004 based upon a range of assessment information. In 2002 the school exceeded both English and mathematics targets. The school has strengthened teaching in English, mathematics and science by providing extensive training and tailored support for individual staff.
20. Overall, pupils are achieving well. Current juniors entered the school with below average levels of attainment and are making good progress, particularly in their developing use of numeracy and science skills.
21. Standards in information and communication technology in both Year 2 and 6 are similar to those found nationally. Pupils in the juniors are able to access information to support learning in a number of subjects through the Internet. This is an improvement since the last inspection.
22. Pupils are attaining standards in art and design, design and technology, geography, history and physical education which are typical of those found in Years 2 and 6. Standards in religious education are in line with those expected in the locally agreed syllabus. Music is in line with expected standards in the juniors. It was not possible to make a judgement in the infants due to insufficient evidence. Writing in the infants is below the standard expected and too few pupils are attaining the higher levels at the age of eleven. Numeracy skills are used well to support other subjects.

Pupils' attitudes, values and personal development

23. In the lessons observed during the inspection, pupils' attitudes to learning were good throughout the school. Behaviour in lessons and around the school was good. The pupils know what is expected of them and respond positively to the encouragement provided for them. Attendance levels are broadly similar to those seen in similar schools.
24. Pupils' attitudes to learning are good. They are keen to learn and respond well to good teaching and the personal support and encouragement given by all staff. This was seen well in a Year 6 mathematics lesson where pupils were working on place value to consolidate mental addition. The teacher set challenging tasks and kept the lesson moving along well. Pupils responded well, they were keen to listen and learn and thought carefully about their responses. As a result they made very good progress.

25. In the Reception class the children's personal, social and emotional development are provided for satisfactorily. The teacher and classroom assistants work well together to develop these aspects of the children's needs. As a result, and after only a short time in school, the children are able to settle well to school routines and begin to make satisfactory progress.
26. The school places much emphasis on promoting good behaviour at all times. It is succeeding well in this aim. Relationships throughout the school are good and this is having a significant positive influence on the pupils' good attitudes and behaviour. Pupils also recognise that staff work hard on their behalf and respond to this well. Staff operate the school's behaviour policy in a consistent and positive manner. Overall behaviour in lessons was good. In no lesson was unsatisfactory behaviour seen, and there were examples of very good behaviour. For instance, in a Year 4 religious education lesson pupils were learning about Muslim beliefs particularly the importance of Hajj. They were shown a video about a schoolboy's preparations for a visit with his family to Mecca. They were encouraged to reflect on the importance attached by Muslims in making the pilgrimage and to reflect on and compare this to important events in their own lives. Pupils listened carefully and with respect to the video and to their teacher's comments. A number of pupils contributed thoughtfully to the discussion, including contributing their own experience gained from Muslim friends. They showed growing maturity and understanding of their own culture and that of others. The very good teaching and their own very good behaviour in the lesson enabled them to make very good progress in their learning. Teachers promote high standards of behaviour by managing pupils well, drawing attention to unacceptable behaviour immediately. Teaching assistants support this approach effectively. In the few lessons where the good standards of behaviour were not maintained either a small number of pupils did not listen sufficiently carefully to instructions or they found it difficult to sustain concentration. This often resulted in an interruption to the flow of the lesson with the teacher having to take time to respond to pupils' behaviour, as a result learning was interrupted and reduced. Levels of exclusion are low.
27. Behaviour in and around the school is good. Pupils are polite and friendly. In conversation they are open and respond positively to adults. They play well together at break and lunchtimes. Behaviour in the dining room is good. This behaviour is particularly notable given the cramped and poor outside play areas and buildings the school occupies. These also mean that the school has also had to place a greater emphasis on levels of supervision in play areas than normally seen in similar schools. The nature of the school buildings also calls for greater levels of supervision given, for example, the narrow and cramped circulation areas, the location of the ICT and library facilities and the access to and from the buildings housing the younger pupils. These mean that resources which should be more productively deployed to promoting learning and pupils' personal development are not available. The schools good management of pupils and their positive responses reflect much credit on them. There were no traces of oppressive behaviour, sexism or racism seen. The school has good procedures for dealing with them should they arise.

28. The personal development of pupils of all abilities is good. The school's programme of personal, social and health education enables pupils to learn about important health matters, for example, sex education and drug awareness. Pupils also have opportunity to take responsibility, for example, in acting as monitors in class. They also have opportunity to serve as class representatives on the school council. Staff changes of late have meant that this body has had reduced opportunity to develop ideas than seen frequently elsewhere, however, pupils have contributed to thinking about and securing improvements to play facilities particularly for younger pupils. They have recently raised a number of issues about cloakroom facilities which are receiving consideration and attention. Pupils also operate a buddy system in the playground, the Upton elves, those involved take their responsibilities seriously, and during the inspection pupils were seen to make use of the arrangements. Pupils' personal development is also promoted through visits, older pupils have opportunity to participate in a residential experience on Dartmoor. Evidence seen and pupils' observations show that these are valued. Opportunities for pupils to take responsibility for their own learning are less well developed. In part this is linked to the cramped facilities as, for example, in the library areas and the ICT suite in the main building. This is accessed by a narrow spiral staircase. The school's own risk assessment of this facility has led, quite properly, to a restriction of access under appropriate supervision only. These features, in addition to too few opportunities being planned for by teachers, means that pupils independence in learning and in having opportunity to develop self discipline and awareness are too often restricted.
29. Levels of attendance are satisfactory, being broadly similar to those seen in similar schools elsewhere. Levels of unauthorised absence are slightly better than those typically seen. Levels of attendance show continuing improvement over time. Pupils are punctual and sessions and lessons begin on time. Pupils and parents are aware of the school's requirements in this area.
30. All pupils are involved in all the school's activities. Staff are aware of the need to plan work to take account of all groups or individual pupils.
31. These judgements represent an improvement on those reported on at the time of the last inspection. There has been an improvement in behaviour seen both in lessons and in and around the school. Attendance levels are improving over time. This aspect is therefore now judged a strength of the school.

HOW WELL ARE PUPILS TAUGHT?

32. Overall, the quality of teaching and learning is good.
33. The quality of teaching is sound with some good elements in the Reception class and good in the infants and juniors. Pupils respond well to their teaching with most making at least satisfactory progress, and a high proportion making good or better progress. During the inspection 39 whole or part lessons were observed. All classes were observed for their literacy and numeracy lessons. The teaching observed was at least satisfactory in 100% of lessons; 60% of teaching was judged to be good or better with 15% judged to be very

good. No lessons were judged to be less than satisfactory. This represents an improvement since the last inspection, as the amount of very good teaching has improved.

34. The teaching of children under five was satisfactory overall with some good elements. At the time of the last inspection teaching was good overall. The teacher is developing an understanding of how children in this age group learn and plans appropriate experiences to enable them to make at least consistently satisfactory and sometimes good progress. The lessons are planned well. Effective teamwork by teaching and non-teaching staff enables children to build on their skills, knowledge and understanding. Staff manage pupils very well. Children are given appropriate opportunities to develop early speaking and listening, reading, writing and number skills. The Reception class provides a welcoming atmosphere and a safe and secure start to their schooling. Links with parents about homework are developing through the use of reading diaries. Pupils' learning is satisfactory.
35. The teaching in the infants is good overall. In total 11 lessons were observed of which six were good, and five were satisfactory. The majority of good teaching was in Year 2. The most effective teaching is provided when teachers have a good knowledge and understanding of the subjects they teach and lessons are planned effectively. Teachers have high expectations and use a wide range of teaching methods effectively; for example, the good use of questioning in a Year 2 mathematics lesson when pupils were tackling number pattern problems. Teachers use a range of different approaches to deliver enjoyable lessons and they set very good examples for their pupils. Teachers organise their classrooms well and manage pupils very well so that behaviour is always at least good. Pupils are highly motivated; they work hard and usually make good progress, as seen in a Year 1 activity when pupils discussed the use of full stops and capital letters for caption writing and in a Year 2 mathematics lesson where they used their knowledge of number to build number patterns. This marks an improvement since the last inspection when teaching was judged to be satisfactory.
36. The teaching in the juniors is good overall. In total 23 lessons were seen of which six were very good, nine good and eight satisfactory. No lessons were judged to be unsatisfactory. In 65% of lessons that were good or better, teachers had secure subject knowledge and planned lessons that challenged pupils to achieve. Pupils were attentive and worked hard to complete their tasks. Consequently, they made good progress. Where teaching is very good, teachers enthuse and motivate their pupils by making learning interesting and fun. Pupils thrive on the brisk pace to learning and achieved high standards when activities challenged them to investigate and make appropriate deductions, as in a Year 6 lesson when investigating number. Teachers use questions skilfully to move learning forward. Although teaching in the juniors was judged to be good at the time of the last inspection, inspection findings indicate that the amount of good teaching has increased.
37. In the satisfactory lessons observed, teachers' practice was not always consistent. In a few lessons observed, the learning needs of individuals were not always met as well as they might be. Insufficient plans were made to address the needs of the more able. For example, in science, too often the same activity is planned for all pupils. Teachers' marking did not always explain to pupils how they could improve. The pace of a few lessons was

sometimes slow and as a consequence a number of pupils lost their concentration. Planning for some lessons did not always provide sufficient opportunities for pupils to learn independently.

38. Teachers generally plan effectively and successfully modify national schemes in attempting to meet the needs of their pupils. Since the last inspection, marked improvement has been made to the planning for and teaching of investigational work in science. Although pupils' work is marked regularly, the quality of marking is inconsistent. Some teachers clearly identify what pupils know and can do and then set clear targets for further development. Others use effective praise but do not indicate what pupils need to do to improve. All teachers record gains in skills, knowledge and understanding. There is evidence that most teachers use the information they gain from evaluating and marking pupils' work to plan what they should teach next.
39. Teachers, in conjunction with support staff, manage pupils' behaviour very well. They have developed a range of behaviour management strategies and use these effectively to unobtrusively support pupils and move them forward in their learning.
40. Generally, teachers make effective use of the national guidance related to the teaching of literacy and numeracy. They plan experiences which build term on term and year on year on the skills, knowledge and understanding which pupils have previously attained.
41. The teaching of literacy is generally good in both the infants and juniors, with six out of the ten literacy lessons seen judged to be of good quality. The quality of teaching in the infant classes was consistently good, and this is an improvement since the last inspection. One lesson was judged to be very good and none were less than satisfactory. Many children enter the school with communication and language experiences that are judged to be below what is typical for children on entry to the reception class. Consequently, teachers plan to provide frequent and regular opportunities for pupils to develop their speaking and listening, reading and writing skills. Teachers encourage pupils to share their ideas and pupils listen to and learn from their peers and teachers in informal and formal situations. Currently however, there are too few planned opportunities to use the writing skills gained in literacy when writing in other subject areas.
42. Teaching of numeracy is good overall. Out of the nine lessons observed three were judged to be good and two were judged to be very good. A higher proportion of good or better teaching being in the junior classes. Teachers use pupils' numeracy skills to enhance their learning in other subjects such as presenting data collected in their geography lesson as bar charts and line graphs.
43. The teaching of English, mathematics and science is generally good. The use of ICT as an aid to teaching and learning has developed considerably since the last inspection. Teachers' knowledge and understanding of how to use new technologies has improved greatly. The improvement in provision, and the appointment of an ICT technician has increased opportunity, and a well-planned programme ensures access for all pupils. Pupils are keen to use the technology and most have the skills to access information to support their learning.

For example, Year 2 pupils were learning about constructing block graphs, which they were then to use to record a science investigation. It was not possible to make a judgement on teaching in art and design, design and technology, geography, history, ICT, music in the infants and religious education due to the limited number of lessons observed in these subjects due to timetabling arrangements.

44. Teachers work very effectively with learning support assistants, who understand their roles and responsibilities as they are well briefed. Pupils benefit from this additional help in groups and individual activities, especially in developing ICT skills. For example, pupils in a Year 6 science lesson gathered information from the Internet to support their investigational work on plants in different habitats.
45. The teaching of pupils with a range of special educational needs is good. They are given very good support and individual education plans are targeted carefully to help pupils learn. Teachers and support staff use a wide range of successful strategies to motivate, involve and challenge these pupils and the progress made is recorded conscientiously. Pupils are provided with the full range of curricular and extra-curricular experiences. When pupils receive additional support outside the classroom, this is usually arranged so that tasks set match those being provided for others in the classroom.
46. Homework is planned for and offered in all classes across the school. It is not always completed. Where parents support and encourage its completion at home, pupils are making better progress. For example, the use of reading notebooks in the infants and mathematics homework on number in Year 6 have helped to improve standards.
47. Overall, pupils' learning is sound in the Reception class, where they enjoy coming to school and are keen to learn and work with others. In the infants and juniors learning is generally good. Pupils work hard, concentrate and are developing the ability to use their numeracy and reading skills to support their learning in other subjects. Currently limited planned opportunities exist to develop their writing skills across the curriculum. Independent working and investigation work has improved since the last inspection but nevertheless remains limited.
48. It was not possible for inspectors to observe lessons in other subjects of the curriculum in every class. However, they observed a sample for most subjects in both the infants and juniors. The quality of teaching in the non-core subjects varied between very good and satisfactory and was judged to be good overall. It was not possible to observe teaching in history or design and technology and limited lessons were observed in religious education, ICT, physical education, art and design, geography and music due to timetable arrangements.

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

49. The school provides a broad, balanced and relevant curriculum for all pupils. This includes the under fives, for whom a satisfactory range and variety of experiences are planned

according to the national guidance on the Foundation Stage. In reception, the school has implemented a literacy and numeracy session each day to provide effective early learning in these two curriculum areas. This provision builds on and extends the learning evident in the assessment completed when the pupils start school. The curriculum is satisfactory and promotes pupils' intellectual, physical and personal development and prepares them for the next stage in their education.

50. The curriculum for pupils in the infants and juniors has improved since the last inspection. Statutory requirements are now fully met for all subjects, including religious education and for acts of collective worship. The school provides a purposeful learning environment, however, the cramped accommodation limits opportunities in some areas, for example, physical education and pupils undertaking independent work. Provision for personal, social and health education is good. Throughout the school a high level of emphasis and additional curriculum time continues to be given to literacy and numeracy. The science curriculum now provides well for pupils to acquire skills in scientific investigation and enquiry. The school has made a positive response to the increasing demands of ICT and adjusted its curriculum to cover the full range in sufficient depth. The time allocated to music has been increased but the subject would benefit further from a greater allocation particularly in the infants. The school pays particular attention to ensuring that the curriculum meets the needs of the significant number of pupils identified as having special educational needs. However, insufficient time is allocated to pupils learning independently. The targets set for these pupils are clear and the support and learning experiences provided for them are good. As yet the school has no systematic way of identifying or providing for gifted and talented pupils other than by planning tasks for different groups in lessons and records of personal achievement.
51. Curriculum policies are in place for all subjects. A good degree of collaboration has evolved between staff in planning the curriculum to ensure improved consistency. Pupils have a particularly good range and quality of learning opportunities in literacy and numeracy. The curriculum is now planned well so that all pupils receive their entitlement and have access to the range of curriculum experiences, with skills, knowledge and understanding taught in a systematic and progressive way. The school makes use of national guidelines for teachers to identify what pupils are to be taught each week, each term and each year. The planning is detailed in all subjects and is reviewed by subject co-ordinators. Assessment opportunities form an integral part of planning with teachers using assessment outcomes effectively to inform future teaching and learning in science, mathematics and English. However, the school is aware of the need to extend this good practice to the other subjects of the curriculum and further develop curriculum and assessment opportunities.
52. The school provides religious education for all pupils in accordance with the locally agreed syllabus and parents have been informed of the right to withdraw their children. The school complies with statutory requirements by providing a daily act of collective worship. Arrangements for personal and social education are good, the school gives specific curriculum time to this area. This has had a positive impact on improving pupils' attitudes to learning and underpins the school's approach to behaviour management. Personal and social education has played a significant role in raising standards of behaviour, for example, when pupils are allowed to set their own class rules and share their experiences, views and

opinions in groups during group discussion time. Effective policies are in place for sex education and for ensuring that pupils understand the dangers of drugs and substance abuse. Involvement in the Healthy School's Initiative has exposed pupils to a wide range of relevant aspects dealing with issues such as diet, decision making and exercise, as well as the need to respect others and the places where we live. This approach towards developing pupils' personal skills and attitudes has effectively contributed to a good understanding of what citizenship means.

53. The school continues to be successful in implementing the national strategies for the teaching of literacy and numeracy and has appropriately chosen to allocate additional teaching time to these areas of the curriculum. This, together with the setting of pupils' personal targets, has contributed to an improvement in the quality of teaching and learning throughout the school. Good opportunities are now provided for pupils to write across a range of curriculum areas and this has helped to raise standards. For example, pupils write reports and accounts in geography, stories and letters in history, and instructions in design and technology. Teachers currently fail to give sufficient opportunities for pupils to consistently transfer the skills taught in literacy lessons to all their writing. Good opportunities are provided for pupils to develop their speaking and listening skills. For example, through the very good use of questioning in mathematics, listening to stories in English lessons and playing their instruments in music. Pupils read a range of fiction and non-fiction books both for pleasure and to support their work in curriculum areas such as science, history and religious education. Few opportunities are provided for pupils to develop their library skills for the purposes of independent study and research. The development of numeracy skills in subjects other than mathematics is good, with data handling in geography, charts and graphs in science and measurement in design and technology.
54. The school uses national initiatives to promote learning and so improve standards for targeted groups of pupils. The Early Literacy Strategy in Year 1 and additional literacy groups in Years 3 and 4 together with further literacy support in Year 5 have proved to be beneficial, as have 'booster' groups for Year 6 pupils in English, mathematics and science.
55. There has been good improvement in the school's use of new technology since the last inspection. Effective use is now made of computers in classrooms as well as other areas of the school where group teaching takes place. Skills are effectively taught and in literacy pupils competently word process their poems and stories, in mathematics they use spreadsheets to carry out tabulations and calculations and in subjects such as history and geography they confidently download information from the internet to support research study skills.
56. The school continues to be committed to equality of opportunity. There is no difference in the provision and access to the curriculum for boys and girls, who are treated equally throughout lessons and other school activities. The school has been successful in raising the achievement of higher attaining pupils in mathematics and science. However, English national assessment tests at the age of eleven indicate that girls still do better than boys in writing and insufficient numbers of pupils attain the higher Level 5. The school has acknowledged the need to address this under-achievement and has been rigorous in

identifying how this will be done. Developments have been instigated which include the setting up of a 'tracker group' of pupils from each year group. Specific teaching and learning targets are identified for this group of pupils and their progress closely monitored. Pupils who have average and lower ability generally make satisfactory progress across the school.

57. There are satisfactory links with the local and wider community. The school has been active in working with other schools including a 'Beacon' status school to further develop teachers' and pupils' skills in sports, literacy, mathematics and ICT. The local vicar and Methodist minister regularly take assemblies and support the teaching of religious education. Invited guests and artists have enriched the curriculum by providing drama workshops and poetry sessions. Links with Torbay Grammar School has enabled the school to provide specialist teaching for 'Taster' sessions in French and Spanish. Links with South Devon College have provided facilities and students to work with pupils for physical education activities and drama opportunities. The local librarian has established a 'Book Tracker' programme. She visits to talk about books and gives awards to those pupils who have read a target number of books. The local playgroup uses the school hall each morning to offer sessions to pre-school children. Pupils benefit from educational visits to Maiden Castle, Kent's Cavern, local museums and Exeter Cathedral. At Christmas the pupils perform in the local church for parents and in the Baptist Church for senior citizens. The school makes effective use of the internet to establish links beyond the immediate community.
58. A satisfactory range of extra-curricular activities contribute to the curriculum and pupils' learning. These include clubs for netball, football, cricket and art. The after school 'Out of School' Club is run separately by a member of the school's support staff. This takes place in the school hall, using shared resources, and offers play and games activities each day. Pupils in Years 5 and 6 undertake environmental, sporting and athletic activities during their annual residential visit to Dartmoor.
59. The school has developed positive links with the many secondary schools to which pupils transfer. Planned visits by pupils to the school of their choice, together with the forwarding of pupils' records and visits from representatives of the secondary schools, help to ensure a smooth transition for pupils at the end of Year 6.
60. The provision for pupils' spiritual development is satisfactory and reflects the Christian ethos of the school. Spiritual development is largely promoted through assemblies, personal and social education and religious education. Daily acts of collective worship contribute effectively to pupils' spiritual development and opportunities are created for pupils to reflect on their lives. Opportunities are provided to reflect on the effect of religious celebrations and festivals on the lives of believers.
61. The provision the school makes for pupils' moral development is good and underpins much of the work of the school. Christian principles and beliefs promote and support the school's aims. Considerable attention is given to ensuring pupils know right from wrong. The emphasis the school places on raising pupils' self-esteem and the consistent application of classroom rules by all staff ensure a good framework for the pupils' moral development.

They understand that systems of rewards and sanctions are based upon fairness and a willing acceptance by pupils that merit has been earned. Pupils are encouraged not only to empathise but also to practically support less fortunate people through supporting good causes such as national and local charities. Through sponsorship, regular payments are made to support the education of Gigi, the child of an Indonesian family. Parents recognise that these values have a positive effect on their children and believe that pupils generally show good standards of behaviour.

62. The provision for pupils' social development is good. The school works hard at creating a community where everyone feels valued and this is reflected in the good relationships around the school. The headteacher, all staff and voluntary helpers provide very good role models, treating pupils, each other and visitors with respect and promoting the importance of caring for others. Pupils are encouraged to support each other and applaud each other's efforts, as demonstrated in the achievement assembly each week. Opportunities are given for pupils to take responsibility, for example two pupils from each year group are designated as Upton Elves and are recognisable by their yellow sashes. They help and support other pupils throughout the school day. Pupils in Year 6 become monitors and help in the dining room at lunchtime. Pupils in lessons distribute, collect and store learning resources in a sensible and orderly manner. Circle time discussions help pupils consider other's views and develop strategies for getting along together. The school council provides some pupils with further opportunities to take on additional responsibilities by representing the views of their peers in discussion with teachers. Pupils help each other and co-operate well together in lessons, however, limited examples were seen of pupils being encouraged to use initiative in their learning. Consistent praise, encouragement and recognition of achievement by teachers help raise the pupils' confidence and self-esteem. Pupils' social development is further enhanced through extra school activities and sporting events where they have to consider competition and fair play.
63. Events organised to celebrate festivals, which focus on special moments past and present, such as Diwali and Christmas, are effectively approached to develop spiritual awareness. Pupils are taught to have respect for other religions and they develop an awareness of other faiths. In one assembly during the inspection pupils reflected on the lives of children in Iraq and how the current situation would be affecting them. In literacy, pupils write poems about their feelings and senses, in music they compose and appraise how their music makes them feel; these occasions use quiet reflection to encourage spiritual insights. Pupils' spiritual development would be further enhanced by a greater concentration on the arts.
64. The school's provision for cultural development is satisfactory. The curriculum offers a satisfactory range to develop pupils' local knowledge and cultural awareness. Knowledge of local culture is developed through subjects such as geography. This is extended to other cultures when pupils make comparisons between their own locality and an Indian village. Other positive contributions to pupils' cultural development come from literacy, history, art and design, music, religious education and ICT. Some evidence of aspects of other cultures can be seen in displays around the school such as the work of Year 5 pupils who have been studying India. Currently, however, classrooms and libraries provide insufficient examples

of books and posters which reflect a variety of cultural settings, including the rich diversity of the many cultures in this country.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

65. Overall the school provides a very good level of care for its pupils. Teachers and support staff are accessible, caring and thoughtful. Procedures for assessment are good and have improved since the time of the last inspection. The school makes good use of the information gained to plan the next stages of learning.
66. The arrangements for ensuring the welfare of pupils are good. The good quality of relationships throughout the school helps to ensure that staff know pupils well. This promotes a high standard of care for all pupils. Policies are in place to promote race equality. The headteacher and governors are aware of the need to provide access for all pupils. The nature of the site and the buildings places restraints upon this, however. The school has very good procedures for child protection. The headteacher is the designated person and has received appropriate training. Staff are aware of the school's arrangements. The school places appropriate emphasis on health and safety matters. The school's policy is in place and teachers use it to good effect in lessons and when pupils go on visits. A good example of this is seen in the way that staff supervise use of the ICT facilities in the main building. The nature of the school's site and buildings mean that this area of the school's work is of considerable importance.
67. The school has good arrangements in place to deal with any requirement for first aid, and there are trained, qualified staff with associated resources. The school maintains proper records and has good arrangements to contact parents and carers as necessary. Given the school's limited space, pupils who are unwell during the school day are catered for very well by staff, who have their interests at heart. Similarly, the school takes good care of pupils who require medication during the school day.
68. Routines such as fire drills are handled appropriately. The school has given thought to the need for care in relation to Internet access; the work of the school's support assistant in this area is a notable feature.
69. Throughout the school there is good provision for pupils with special educational needs. Their needs are identified at an early stage and appropriate arrangements, including the establishment of individual education plans are established. Teaching assistants support teachers well in making provision for these pupils and as a result they are able to make good progress.
70. Good policies, and well understood procedures that are consistently applied, are encouraging good behaviour. The school, following the headteacher's good example, is promoting a positive approach to behaviour, with a good balance of rewarding success, whilst challenging and responding to unacceptable responses. The result is that behaviour, both in lessons and in and around the school, is now judged to be good overall. This is an improvement since the last report, and given the nature of the site and buildings, represents the outcome of much hard sustained work by all staff.

71. Good policies and procedures are in place to promote pupils' personal development. These, when linked to the good relationships and good knowledge of staff about pupils and their care for them, is helping them to develop well in their learning and as increasingly mature young people. A large majority of parents recognise the school's work in this area. The school makes use of visiting specialists to support the programme of personal, social and health education. In addition, older pupils experience the junior life skills course, which gives insight into a wide range of life situations and choices. Pupils have opportunity to become members of the school council representing classmates. This has raised issues recently about cloakroom facilities, and has previously been involved in bringing about improvements in play facilities, particularly for younger pupils. A number of pupils act as buddies, called Upton School Friends, during break and lunchtimes. Pupils also act as class monitors.
72. The school's arrangements for recording and promoting attendance are satisfactory. The school monitors absence regularly. However, this does not in all cases result in a first day response to absence. Parents and pupils are aware of the school's requirements in this area. Registers are maintained efficiently, pupils who are late are recorded as such and the school follows up any persistent absence regularly. This also includes as necessary liaison with officers of the local education authority. The result is that, overall, the school's attendance record is broadly similar to that seen in similar schools. Unauthorised absence is slightly better than that seen elsewhere. This also represents a gradual improvement over time.
73. The school has, since the last inspection, given much attention to the monitoring of pupils' academic development. It now uses data, both the result of national tests and its own information well to identify and target its improvement. This has enabled it to identify and respond to the needs of groups and individuals. This has contributed much to the improvements in standards achieved over time. Teachers' planning is thorough and frequently makes use of ongoing assessments about what pupils now know and can do. On a few occasions, however, this is not done and results in work being set which is not suitable to pupils' needs.
74. Overall, however, these judgements represent an improvement on those reported at the time of the last inspection. The aspect is now judged a strength of the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

75. The parents who returned the questionnaire or attended the parents meeting were generally supportive of the school. They expressed satisfaction with the standards achieved by their children. They feel that behaviour is generally good; that children enjoy school life and that the school takes good care of them.
76. Arrangements for the induction of pupils receive careful attention, prospective pupils are visited at home with their parents prior to admission and the school has close links with the playgroup which uses part of its building where many of its pupils attend. The prospectus has been improved since the last inspection and now meets requirements. Similarly the annual report made by governors to parents also meets requirements. The school's routine

communication with parents is also satisfactory, covering a wide range of both administrative and other matters. The school provides parents with a summary of the work to be covered by each class in the forthcoming term. Those for the older children are particularly well written and produced and give helpful reminders about such matters as how homework will link with the work set out. The school has a web site but of recent times difficulties have been experienced with its operation and improvements are planned.

77. Annual written reports are provided to parents about their children's progress and attainment. They give useful information about what children have learnt and can do. Some parents expressed concern about their format. Evidence from the inspection shows, however, that they meet requirements and that they are of a good standard. In addition opportunities are provided for parents to meet teachers formally twice a year in order to discuss progress. Opportunities are also taken by parents to raise any issue or concern with staff. A number of parents do not feel that they are kept well enough informed about their children's progress.
78. Parents of pupils with special educational needs are involved in reviews of progress with staff and are offered advice as to how their children can be supported to make further progress. Parents of pupils with statements of special educational needs are also fully involved in formal reviews of progress.
79. Homework is set for pupils throughout the school. For the youngest pupils this consists mainly of reading books with such additional items as spellings. Older pupils receive more work which is, generally speaking set and marked regularly. The well produced termly curriculum statements for parents set out for each subject the work to be followed in each subject area, and in addition useful information and advice on homework is often provided for parents. This is particularly well produced for parents of junior aged pupils. The prospectus does not refer to the school's arrangements in this area, such information would be likely to be useful for many parents. Evidence from inspection indicates that there is a considerable amount of homework set which is based on completing worksheets. This means that overall there are too few opportunities for pupils to carry out work such as research independently and subsequently use a variety of approaches in completing and recording their work
80. The school receives support from parents in a number of ways. The school's small cramped working areas, both in classrooms and, for example, in its library areas, tend to restrict the opportunities for parents to work in school. Some do, however, for example, hearing pupils read. They work closely with teachers and their contribution supports pupils' learning well. Similarly, a small group of people run the Friends of Upton School. They have run a number of events both as social events but mainly to raise funds to support the school. These have been used to support such projects as the out of school club which is run in school in the evenings. They have supported out of school activities such as football and netball clubs and in particular have helped with transport. This is particularly important because the school does not have its own playing facilities, and regular transport to other facilities is needed. Other contributions include supporting social events for pupils,

particularly at Christmas. These contributions contribute satisfactorily to pupils' development.

81. The school has recently carried out its own research by asking parents to complete a questionnaire setting out their views of the school and its approaches to learning. This is being analysed and considered. Inspection evidence finds parents have not received any indication of the schools response or proposed actions. Such approaches are to be commended, they will enable the school to respond quickly to parents' concerns. The school should however now take prompt action to advise parents of its response to the views expressed.
82. This aspect of the school's work is, overall, handled well and contributes to pupils' learning and development. The schools style and approach to a wider range of its communication with parents require further attention.

HOW WELL IS THE SCHOOL LED AND MANAGED?

83. The school is effectively led by the headteacher, well supported by the very effective deputy headteacher, the curriculum leaders and the governing body.
84. The headteacher is highly committed to the school, its pupils and its improvement. She provides the school with effective leadership and management. The headteacher is well supported by the deputy headteacher, the curriculum leaders and the governing body. Together they have a vision for the school, are clear about its strengths and weaknesses, and understand the actions which need to be taken to continue to improve its educational provision. The vision and aims are reflected in the work of the school. There is a purposeful sense of teamwork within the school and a shared commitment to improvement. The school has the capacity to succeed.
85. Curriculum leaders provide good leadership and management of their subjects. They have a clear, delegated role and play an important part in both the school's ongoing review of provision and quality and its improvement. Their hard work and the application of their expertise has made a major contribution to the significant improvements which have taken place since the last inspection.
86. The chair of the governing body is enthusiastic about the school and committed to it. She meets regularly with the headteacher to discuss issues as they arise and to review the school's progress. Together with governors she provides good support to the school and is increasingly effective as its critical friend.
87. Governors are involved in the target-setting process. The curriculum committee leads on the discussion of targets but the full governing body then discusses and questions them before agreement. Curriculum leaders present reports to the governing body about their subjects. There are link governors for curriculum subjects.

88. The governing body is effective in fulfilling all of its responsibilities. The full range of committees are in place and function effectively and efficiently. The school's finances are carefully used to support the priorities as the governing body sees them. The school is well administered. Spending is carefully monitored and financial controls are effectively in place.
89. Governors are aware of the principles of best value and apply them well in their decision-making. A careful and considered decision was taken to spend on increasing the number of learning support staff in the school. There is clear evidence that support staff do enhance the pupils' learning opportunities and have a positive impact upon progress. The decision to spend on the creation of the computer suite has enhanced provision and is effective in supporting learning across the curriculum.
90. Arrangements for the performance management of the staff are sound. The annual cycle of objective-setting and review for the headteacher was affected by her illness but is to be re-established. Objectives are helpfully linked to key areas of the Ofsted action plan.
91. The headteacher is committed to the importance of training for staff and specific grants are used for this purpose. Training has had a very positive effect upon improvements in the school, for example in the improvements in science teaching and the development of ICT as part of the broad curriculum.
92. Other specific grants for the support of pupils with special educational needs and for the implementation of the National Literacy and Numeracy Strategies have been used effectively.
93. The school regularly reviews key aspects of its work and takes appropriate action. For example, teaching and learning are monitored and evaluated through regular lesson observation and feedback, the quality of lesson planning is regularly monitored by curriculum leaders, the accommodation is reviewed by the appropriate committee and pupil attainment is reviewed through detailed data analysis. However, the school lacks a clear and detailed programme which sets out the pattern for reviews over the medium term.
94. The headteacher, senior staff and governors are clear about the school's strengths and weaknesses. They have short, medium and long-term objectives for improvement over a wide range of appropriate areas. There is a school improvement plan which is a very large document. There is a need to clarify and simplify the plan so that it comprises one set of improvement objectives each with its action plan containing responsibilities, timescale and resourcing. This was a criticism in the last inspection of the school.
95. Overall, the school processes for self-review and for improvement planning are over complicated and lack co-ordination. These two key processes are not yet fully effectively linked together so that each informs the other.
96. Good procedures are in place to monitor, evaluate and develop the quality of teaching. Most of these procedures are clearly and very effectively delegated to curriculum leaders. In the core subjects, lessons are regularly observed and outcomes fed back to teachers.

Teachers' planning and pupils' work are regularly examined and outcomes fed back. Key assessment portfolios are in place and others are in the process of development.

97. Teaching staff have a good range of qualifications and experience. They are committed, hard working and generous with their time. There is a good sense of teamwork amongst the staff and this has helped to generate the improvements which have taken place in the school.
98. The school has a very good staff handbook which contains guidance for newly qualified teachers. The school provides supply teachers with an information sheet. Two of the teaching staff are associate tutors for student teachers. Sound arrangements are in place for the induction of staff new to the school.
99. The school's accommodation is poor. The headteacher and governing body are justifiably proud of the improvements which they have made. They take good care of the premises and have innovatively made the best possible use of the available spaces, for example the computer area and the store for physical education equipment. However, the site is very cramped. It limits the effectiveness of the work of the school. There are insufficient spaces for pupils to work on their own or in small groups. Space is very limited for effective work in physical education and art and design. Ensuring the safety of pupils involves more staff and more time being necessary to supervise safe pupil movement from one building to the other, time which could be used to support other learning activities. The movement of equipment from one building to the other is very difficult. There is insufficient hard-core play area for the number of pupils in the school.
100. The quality and quantity of learning resources across the school is satisfactory. Resources are used well in lessons. The computer suite provides pupils with good opportunities to develop their computer skills and it is used well. Resource provision is supported by annual financial allocations to each subject for resource development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

101. In order to raise standards and continue the improvements in the school the headteacher, senior managers and governors should:

- 1) Improve the quality of those lessons judged satisfactory by:
 - improving the pace of delivery and ensuring pupils' attention;
 - ensuring marking explains to pupils how they can improve;
 - meeting the needs of individual groups, particularly more able pupils, appropriately.

(see paragraphs: 38, 39, 105, 111, 128, 144, 148, 171)
- 2) Continue to improve standards by ensuring that pupils who are able achieve the higher levels.

(see paragraphs: 38, 41, 104, 139, 184, 258)
- 3) Ensuring that writing skills are developed through all subjects of the curriculum.

(see paragraphs: 3, 42, 54, 143, 184, 217, 258)
- 4) Provide more opportunities within lessons for pupils to learn independently.

(see paragraphs: 38, 51, 54, 80, 100, 128, 150, 192, 210)
- 5) Clarify and simplify the school improvement plan so that it comprises one set of improvement objectives, each with its action plan detailing actions, responsibilities, timescales and resources.

(see paragraphs: 94, 95, 96)
- 6) Further develop the spiritual and cultural provision and thereby pupils' development by:
 - increasing the provision of books and posters which reflect a variety of cultural settings;
 - including in the curriculum more work linked to the arts.

(see paragraphs: 61, 65)
- 7) Strive to provide accommodation that meets the demands of all areas of the curriculum.

(see paragraphs: 51, 81, 100, 125, 200, 245)

Minor Issues:

- 1) Further develop the quality of communication with parents.
- 2) Improve procedures for first day response to absence.
- 3) Explain in the school prospectus the pattern of giving homework.
- 4) Share the responses to the parents' questionnaire with parents.

(see paragraphs: 72, 77, 79, 81, 82)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

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

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 6 | 16 | 16 | 0 | 0 | 0 |
| Percentage | 3 | 15 | 41 | 41 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 196 |
| Number of full-time pupils known to be eligible for free school meals | 47 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 4 |
| Number of pupils on the school's special educational needs register | 45 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 1 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 13 |
| Pupils who left the school other than at the usual time of leaving | 14 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.5 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.5 |
| National comparative data | 0.5 |

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

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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2002 | 15 | 15 | 30 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|--|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | 26 | 22 | 27 |
| Percentage of pupils at NC level 2 or above | School | 87 (86) | 73 (79) | 90 (82) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|--|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | 21 | 28 | 17 |
| Percentage of pupils at NC level 2 or above | School | 70 (79) | 93 (75) | 57 (75) |
| | National | 85 (85) | 89 (89) | 89 (89) |

** Actual numbers of pupils are omitted where numbers of boys or girls (or both) are 10 or less
Percentages in brackets refer to the year before the latest reporting year.*

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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2002 | 13 | 17 | 30 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | 25 | 25 | 29 |
| Percentage of pupils at NC level 4 or above | School | 83 (83) | 83 (72) | 97 (86) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | 23 | 23 | 28 |
| Percentage of pupils at NC level 4 or above | School | 77 (72) | 77 (72) | 93 (90) |
| | National | 73 (72) | 74 (74) | 82 (82) |

* Actual numbers of pupils are omitted where numbers of boys or girls (or both) are 10 or less

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

Ethnic background of pupils

| | No of pupils |
|---|--------------|
| White – British | 189 |
| White – Irish | 0 |
| White – any other White background | 0 |
| Mixed – White and Black Caribbean | 0 |
| Mixed – White and Black African | 1 |
| Mixed – White and Asian | 0 |
| Mixed – any other mixed background | 2 |
| Asian or Asian British – Indian | 0 |
| Asian or Asian British – Pakistani | 0 |
| Asian or Asian British – Bangladeshi | 0 |
| Asian or Asian British – any other Asian background | 0 |
| Black or Black British – Caribbean | 0 |
| Black or Black British – African | 0 |
| Black or Black British – any other Black background | 0 |
| Chinese | 1 |
| Any other ethnic group | 1 |
| Parent / pupil preferred not to say | 1 |
| Information not obtained | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|---|--------------|-----------|
| White – British | 1 | 0 |
| White – Irish | 0 | 0 |
| White – any other White background | 0 | 0 |
| Mixed – White and Black Caribbean | 0 | 0 |
| Mixed – White and Black African | 0 | 0 |
| Mixed – White and Asian | 0 | 0 |
| Mixed – any other mixed background | 0 | 0 |
| Asian or Asian British – Indian | 0 | 0 |
| Asian or Asian British – Pakistani | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 |
| Black or Black British – Caribbean | 0 | 0 |
| Black or Black British – African | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 |
| Chinese | 0 | 0 |
| Any other ethnic group | 0 | 0 |
| Parent / pupil preferred not to say | 0 | 0 |
| Information not obtained | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes YR – Y6

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 8.4 |
| Number of pupils per qualified teacher | 23 |
| Average class size | 28 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 9 |
| Total aggregate hours worked per week | 209 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 2001/2002 |
|----------------|-----------|

| | £ |
|--|--------|
| Total income | 468776 |
| Total expenditure | 456938 |
| Expenditure per pupil | 2229 |
| Balance brought forward from previous year | 1585 |
| Balance carried forward to next year | 13423 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 4.4 |
| Number of teachers appointed to the school during the last two years | 4.2 |

| | |
|--|-----|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 2.4 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 136 |
| Number of questionnaires returned | 76 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 47 | 42 | 7 | 4 | 0 |
| My child is making good progress in school. | 37 | 51 | 8 | 1 | 3 |
| Behaviour in the school is good. | 29 | 55 | 1 | 8 | 7 |
| My child gets the right amount of work to do at home. | 29 | 56 | 13 | 0 | 1 |
| The teaching is good. | 43 | 43 | 5 | 0 | 9 |
| I am kept well informed about how my child is getting on. | 32 | 46 | 18 | 4 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 47 | 29 | 8 | 15 | 1 |
| The school expects my child to work hard and achieve his or her best. | 47 | 49 | 3 | 0 | 1 |
| The school works closely with parents. | 37 | 37 | 12 | 13 | 0 |
| The school is well led and managed. | 44 | 35 | 9 | 11 | 1 |
| The school is helping my child become mature and responsible. | 37 | 45 | 9 | 3 | 7 |
| The school provides an interesting range of activities outside lessons. | 21 | 45 | 13 | 16 | 4 |

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

102. Most children are on course to meet the Early Learning Goals by the end of the Foundation Stage in the six areas of learning. The inspection evidence includes five lesson observations, discussions with staff and scrutiny of children's work and documentation.
103. Children start their time in the Reception class in two groups. One group joins the school at the start of the academic year in September, and the second group join in January. At the time of the inspection, there were eleven boys and nine girls. The Reception teacher is the Early Years co-ordinator and moved from Year 2 in January. Before joining the Reception class, most children attend the playgroup, which meets during the mornings in the school hall. The Reception class teacher is the Chairperson of the playgroup and uses some of her senior management time to liaise closely with the playgroup leader and helpers. The learning support assistant has been working with the class since September and has provided good continuity for the children. The teamwork between the adults in the Reception class and the effective induction programme has enabled the children to settle quickly in their new environment.
104. Teaching in the Reception class is satisfactory with some good elements. In a few lessons the pace was slow and teachers did not always plan sufficiently to meet the needs of the more able. At the time of the last inspection, teaching was good overall. Detailed curriculum planning based on national guidance ensures that most children are provided with a range of stimulating experiences. As a result, all areas of learning are properly covered and the activities planned satisfactorily meet the varying needs of the children. The teacher uses initial assessment information to plan the next step in children's learning. Overall, pupils enter with standards, which are below those found nationally for the age group. However, there are a few children who have average and above average levels of attainment on entry. Two children receive support from the speech therapy team.

Personal, social and emotional development

105. In this area of learning, children's development is satisfactory. The indications are that most children are on track to reach the expected standard by the end of the Foundation Stage.
106. Children arrive at school cheerfully and even the youngest ones are already leaving their carers willingly. Class routines are well established and children know what is expected of them. Although some pupils have only been in school for a few weeks, they are very aware of the teacher's expectation about behaviour. All settle quickly for introductory sessions on the carpet. Staff model good manners and when taking the register, pupils are welcomed and please and thank you are used. The children respond likewise. Children are very caring towards each other and towards the staff.

107. Teaching in this area of learning is good. Staff encourage children to take turns and follow rules when playing games. Children appreciate the organisational systems in place to allow proper access to play equipment. For example, they know that when playing in the outside tent, they need to wear a string necklace with a picture of the tent on it. Many have already established friendships but are willing to invite other children into their group. Staff know the children well and sensitive support is given to children with special educational needs. Additional time and support is given to the children with speech difficulties so that they become increasingly confident in expressing themselves.
108. During the occasional incidences of misbehaviour, children are dealt with in a quiet and consistent manner and always enabled to rejoin the activity in a very sensitive manner. At the time of the inspection, most children were able to dress and undress without adult support. Only the very youngest needed help in undoing shirt buttons. All children walk very carefully to and from the Echo Building particularly when crossing the public footpath. Children are independent and confident in using the toilets in the main building when on that site.

Communication, language and literacy

109. Teaching in this area of the children's development is satisfactory. Most children are on track to attain the national expected standard by the end of the Foundation Stage.
110. The vocabulary of some children is less well developed and a heavy emphasis is placed on listening activities. However, too few opportunities are provided for speaking. Children enjoy listening to stories and giggle with joy when the teacher points to the strange items in Little Bear's bedroom. Carefully prepared questions support the children to learn about main characters in the story. The use of the lantern brought by the teacher from home was particularly effective and when the lights were switched off and the candle was lit, the children sat in absolute silence with awe. Some sessions on the carpet are too long and result in the children fidgeting. There are too few active learning opportunities.
111. All children have a reading folder with a book from a selection of reading schemes and a home-school reading diary. Some children also have cards of high frequency words. All children hold the book the right way up and know that print conveys meaning. Many use the pictures and reading skills to help them read unknown text. The activities provided to develop phonics skills were modified so that lower attaining pupils are working on initial sounds and the higher attaining pupils were working on the middle sounds. Higher attaining pupils have a sight vocabulary of more than 40 words and read with expression. They were able to enjoy the humour in the books but were unable to talk about favourite authors. Parents and teaching staff comment on the confidence and fluency with which children read. Two parent-helpers also support the children's reading by hearing them regularly.
112. A satisfactory balance of activities is given to pupils to develop their writing and handwriting skills, although there is an over-reliance on the use of worksheets. Support given to children for their writing includes providing a model for the children to write on the teacher's writing and when letter formation is better, to write underneath the teacher's writing. Good praise is

given to children for their work and sometimes marking shows what needs improving. Children show progress through better presentation, consistently better formation and size of letters and a greater length of written work. The use of an assessment sheet at the back of the book supports the teacher to judge attainment at a given time.

Mathematical development

113. The teaching observed where pupils were developing their mathematical ideas was satisfactory. Children experience a wide range of mathematical activities including making comparisons, number work and counting, shape and measures. The children are on track to attain the nationally expected standard by the end of the Foundation Stage.
114. The teacher's planning, sharing of the lesson objectives and links made to learning in previous lessons allow children to undertake the activities well. During the mental maths session, all children were able to count forward to and backwards from 10 and most could also count forward to 20. They weighed different teddy bears using different sized blocks as part of the work on non-standard measures. The teacher asked the higher attaining children questions so that they could think about the need to use standard measures. Children were able to explain what they were doing and say how many blocks are needed to lift the teddy bear in the bucket. Some children were unable to see the need to start the weighing activity with the scales being level. Children who worked independently made insufficient gains because the game provided was not pitched at the right level.
115. Scrutiny of children's work shows that most children are given the same worksheet to complete, with some being given additional support by an adult. Children's work shows that satisfactory progress is made as time goes on and most are able to match numbers to objects, order numbers to 10, fill in the missing numbers and combine two sets of objects when added together make 10. Lower attaining children are able to do the calculation but often reverse the written number.
116. The teacher often encourages the children to use their mathematical understanding across the curriculum. Several could work out there are 19 children present because one child is absent. One child could work out that there will be two children in each hoop when ten are put out during the physical education session.

Knowledge and understanding of the world

117. Teaching and provision in this area are good and children are on course to reach expected national standards at the end of the Foundation Stage.
118. Learning is good because staff effectively organise a rich and wide variety of activities to stimulate children's interest in the world around them. The range of activities seen in the lesson observed included the children taking their teddy bear on a journey using the road mat on the floor, making a model of their teddy using play dough, going camping with their teddy, making cookies for their teddy to eat and listening to the story *One bear at bedtime* on the cassette player. Two higher attaining girls worked very well together in the outdoor

area to produce a very detailed drawing of themselves and their teddies. These activities allowed children to work independently and show what they can do and what they understand. Staff joined in with the children's play to extend their learning without over direction.

119. The activities allow the children to explore different ideas and many of them engaged in self-talk during their play. One child explained that he needed two small balls to make his teddy's head and tummy using play dough and then carefully divided the large ball into two. Another child used an atlas to show his awareness of places elsewhere. He pointed to a place on the map and asked if it was Crawley. He then said that it took him 20 hours to get there at Christmas. When questioned further, he worked out that 20 hours is a long time and added that he went there in a slow car. Children are confident in moving from one activity to another and most children can play co-operatively in pairs and threes.
120. Displays around the classroom show that the digital camera and computer have been used to good effect and children have done work on comparisons between themselves and when they get older.

Physical development

121. The teaching observed in this area of learning is good and children are on track to attain the nationally expected standards by the end of the Foundation Stage. Children benefit from the use of the very small covered outdoor play area and the use of the main school playground. This is a significant improvement to the judgement made following the last inspection.
122. The walk from the Echo Building to the main school entails the staff in taking the health and safety considerations very seriously, however, the regularity of making the journey allows the walk to be undertaken very efficiently.
123. In the lesson observed, teaching was good because the teacher modelled how to warm up, gallop and walk along a line with accuracy. The children understand the effect exercise has on their body because the teacher encouraged them to feel how fast their heart is beating after they had warmed up. Good opportunities were given to pupils to take the lead when walking along the line and most children enjoyed being the leader. The teacher praised the children's efforts regularly and used these opportunities to talk about accuracy of movement and awareness of personal space. Children's enthusiasm was maintained by the teacher setting increasingly challenging tasks such as removing the number of hoops available for pupils to use. The learning support assistant supported children who found it difficult to co-operate with others in a very sensitive manner.
124. Although the school has worked hard to provide a covered outdoor play area, this space is still insufficient to allow children to use bicycles, scooters and wheeled toys. The co-ordinator has plans to convert the area at the top of the Echo Building site for this purpose.
125. Children's manipulative skills are developed through the use of pencils, pens, brushes, scissors, construction toys and the computer mouse.

Creative development

126. The teaching in this area of the children's development is satisfactory and children attain standards that are typical for the age group and most are on track to meet the early learning goals by the end of the Foundation Stage.
127. In the music session observed, children were introduced to a carefully chosen piece of music. The children listened to *Hall of the Mountain King* before making soft and loud sounds using different instruments. Many let their imagination wander and covered their eyes and ears as the music got louder. They explored sounds in pairs while sitting on the carpet in a circle. They co-operated well in their pairs and worked as a whole class to create a piece of music, which got louder, building up to a crescendo. The opportunity for free experimentation was limited because the lesson was too tightly structured. The long time spent on the carpet led the children to fidget and lose focus.
128. A variety of experiences are available to the children and include painting, using drawing packages on the computer, cutting and sticking, imaginative play and making models. During the week of the inspection, children used scissors very carefully to make finger puppets out of card and teddy bear faces out of felt.

ENGLISH

129. Evidence from inspection shows that pupils' standards in English have risen at age seven and are now average in reading but remain below average in writing. For pupils at the age of eleven standards are now average in reading and writing. In the 2002 national tests and assessments for seven year olds the schools results in reading were below average and in writing results were well below average. For eleven year olds the results in English were below the national average. When compared with similar schools overall results for seven-year-old pupils were below average. However, pupils at the age of eleven were attaining above average standards. Over the last three years standards in English have been variable, rising from well below average in 2000 to average in 2001. They declined slightly in 2002.
130. The evidence gathered during the inspection through observing lessons, examining pupil's books and talking to pupils shows that standards are those typically found at the age of seven and eleven except in writing where standards for seven year olds remain below average and too few pupils are attaining the higher levels at age eleven. A significant number of pupils enter the school with attainment lower than that typical for their age group.
131. Year 2002 tests and assessments for seven year olds show the school's results in reading were below average and in writing results were well below the national average. When compared with similar schools results in reading were average. In writing results were well below average.
132. By the age of seven pupils are able to listen attentively and contribute orally in lessons with adults and other pupils. Their speaking and listening skills meet expectations for their age.

For many this is the result of consistent support and encouragement by staff. Most pupils listen carefully to explanations and follow instructions accurately.

133. By the age of eleven pupils' speaking and listening skills are satisfactory. They listen for long periods in assemblies, in lessons and to each other's responses when asked questions. Most pupils follow complex instructions with accuracy. They listen to exposition with concentration. Most pupils are confident in answering questions and volunteering their opinions.
134. Attainment in reading is about typical for pupils at the age of seven but fewer pupils are reading at the higher levels. Younger pupils use a range of 'big books' with large print, they learn about the features of books, the direction of print, the author and illustrator as well as the fact that stories and print carry meaning. From the outset letter shapes are taught and pupils have a good understanding of the letter sounds and combinations of letters. Many are beginning to read with accuracy and some fluency. Pupils use initial sounds and picture clues to decode unfamiliar words. Higher attaining pupils in Year 2 read a variety of texts both accurately and fluently. They are able to read independently and silently. They can also read clearly and with appropriate expression. They understand the main points of the story and can retell it in their own words. They are able to talk about the characters and the plot. They know the difference between fiction and non-fiction books. Lower attaining readers recognise familiar words and are able to use a range of reading strategies, for example, they use knowledge of letter sounds and pictures to understand the story. They can identify their favourite books and give their reasons why. Pupils read from commercial reading schemes and other materials. The pupils' reading books were suitably matched to their levels of ability. They could access and replace their books accurately from colour-coded boxes. The pupils enjoy reading and take books home regularly. They read at home by themselves and with others. The pupils have home reading diaries which give advice to parents on how to encourage and help their children to become readers. There are many entries in the diaries by parents who date and initial when books have been read. These booklets fail however to strengthen the use of individual targets for improvement and a more interactive dialogue between home and school.
135. By the age of eleven, pupils have attained standards in reading typical of those normally found. Higher attaining pupils are able to give very good accounts of the story so far with very good expression and explanation of what might happen next and why. They were able to give reasons why they like certain books, for example, one pupil commented he liked to read books with humour because they made him laugh. Another pupil said he liked a book where the unexpected happens. Lower attaining pupils read with some expression and use sound clues to aid word recognition. They are able to self-monitor and make corrections to their reading. They are able to make predictions of events in the story and show understanding of the words: index, author, and illustrator. When recalling a story they do so in simple detail, for example, 'When he went there.... this happened'.
136. Pupils are confident overall when discussing reading. The format for recording the books pupils have read varies across the junior classes. Pupils keep their own reading records and

the majority of pupils' record the books read and write an evaluative comment, for example, 'exciting, scary, a recommended good read'.

137. Pupils have satisfactory dictionary and thesaurus skills. They can explain how to use non-fiction texts confidently. Skills in the use of contents, glossaries and indexes are taught well. Older pupils' library skills are underdeveloped, however they could explain how to use computers to access information. They understand the purpose of skimming and scanning for information.
138. Attainment in writing is below the national standard for pupils of seven years of age. Many pupils start school with below average levels of attainment and overall make unsatisfactory progress in developing their writing skills. Results of national testing at the end of the last school year show too few pupils attain levels that indicate a standard which is a good average or higher. Inspection findings however show that although pupils' writing is still below average overall considerable improvement has been made over the last two terms. There are effective strategies in place throughout classrooms to develop independence in writing, for example, the alphabet is displayed and examples of frequently used words are listed for all to see. Pupils have been encouraged to plan their writing, often using a variety of 'writing structures' to help them. They write for an appropriate range of purposes and develop an awareness of how the addition of adjectives and adverbs can enrich their writing. At times, however, the writing tasks are too constrained to allow the younger higher attainers to write freely and expand their ideas. Conversely, the lower-attaining writers receive good support for spelling and the organisation of their writing. Most pupils in Year 1 are able to combine the sounds they know into simple words. They have a good recall of sentence rules and know when to use a capital letter and full stop. Higher attaining pupils can write independently for increasing lengths of time for example when writing about toys as part of their class topic work. Most pupils in Year 2 are able to write a poem based on the colour yellow. They consider the use of adjectives to describe how a colour makes them feel. The more able pupils show increasing skill development as they work independently and use a thesaurus to extend their writing. Pupils of average ability show a good understanding of the use of commas in their work. Use of a writing frame helps to structure the writing of lower ability pupils.
139. In Year 3, pupils write accurate instructions and lists of the equipment they will need when landing on a desert island. In Year 4, pupils can sequence the actions the Iron Man will have to take to rebuild himself. They know the difference between a statement and a question and can change statements into questions. By Year 5, pupils' stories are enriched by the use of prepositional phrases and they use interesting texts to demonstrate their use.
140. The pupils in Year 6 make good progress. Most pupils show an understanding of punctuation and are able to use it correctly. They have a good sense of paragraphing and can write complex sentences. They can consider contrast and balance, cause and effect, emphasis and persuasion when writing arguments for example, on the use of mobile phones by children. A small group of Year 6 pupils made good use of the class computers in their literacy lesson whilst others were writing the opening of a story based on a model of the

Balaclava Boys by George Layton. Below average writers in Year 6 generally lack confidence in writing sentences and are given appropriate support.

141. All classes give time to the teaching and learning of spellings and this forms part of homework tasks. Regular testing of spellings takes place during the school day. Handwriting skills are taught in all classes, however, letters are often incorrectly formed in the infant classes and the use of a joined script is inconsistent throughout the juniors. The presentation of pupils' work in books is variable and sometimes of a low standard.
142. Pupils are provided with frequent opportunities to write across a range of subject areas, this is an improvement since the last inspection. For example, infant pupils have written about healthy and celebration foods in science, junior pupils have designed and produced an attractive brochure on 'Images of India' in geography. In history, pupils have used word processing to write descriptions of the clothes worn in Roman times and the games the people played. The annual residential visit to 'Pixie's Holt' has provided opportunity for pupils to write about the activities they were engaged in and their favourite day of the visit. The range and challenge within the writing activities that have engaged pupils have been major contributors to the raising of pupils' attainment. However, pupils do not consistently transfer the skills learned in literacy lessons to other aspects of their writing. Analysis of pupils' results in English indicates that the attainment of boys is significantly below that of girls. The school has put in place strategies to address this based on their knowledge of the different learning styles of boys and girls and information they have gained from courses attended on developing boys' writing.
143. The marking of pupils' books is satisfactory. In both the infant and juniors there are examples of supportive marking relating to content, pupils' attainment and effort. The best examples are when marking is rigorous in picking up pupils' errors and indicating what pupils need to do to improve. However, this is not consistent across the school.
144. Important emphasis has been placed by all staff on target setting and assessment in order to raise standards. Targets are set for cohorts of pupils who will take national curriculum assessments and tests at the age of seven and eleven. Targets are also set for year groups and at individual pupil level. Pupils are involved in self assessment against their targets. A portfolio of pupils' written work moderated against National Curriculum levels has been compiled. In addition, two pupils have been identified from each year group to be part of a 'Tracker Group'. Teaching and learning targets have been set for these pupils and systematic assessment of their progress is made. These developments have had a positive impact on helping to raise standards of attainment in English.
145. Throughout the school, pupils have positive attitudes to learning. Pupils work well together and value each other's contributions. They settle quickly to the tasks set, concentrate well, and are generally proud of their work. Older pupils understand the importance of reading and writing skills to improve their learning and generally work hard to meet their individual targets. The school has been successful in eliminating the instances of bad behaviour which were observed in lessons at the time of the last inspection.

146. Overall the quality of teaching observed in English lessons was good. The quality of teaching in the infant classes was consistently good this is an improvement since the last inspection. Three lessons were observed. Overall the quality of teaching in the junior classes was good. Six lessons were observed. In one lesson teaching was judged to be very good. In three lessons teaching was judged to be good and in two lessons it was judged to be satisfactory.
147. Teachers have developed the use of the National Literacy Strategy and undertaken training in grammar and writing. Links with local schools, including a 'Beacon Status' school, has increased teachers' expertise and contributed to the improvement in the quality of teaching. Where teaching is very good there is a high expectation of how much work is to be covered within the lesson and a commitment to raising pupils' attainment in literacy. Texts are selected which appeal to boys and girls and learning outcomes are shared with pupils and constantly reinforced by being illustrated with good examples of pupils' writing. Where teaching is good, learning objectives are clear and the structure of the lesson is well planned. Pupils are clear about what is expected of them and the lesson proceeds at a good pace. Where teaching is satisfactory, learning outcomes are identified and pupils engage in worthwhile activities but at times the pace of the lesson slows and as a consequence a number of pupils lose their concentration.
148. Pupils who have been identified as having special educational needs make good progress. They are well supported and work is matched to their needs. This is an improvement since the last inspection. Teachers and support assistants make good use of assessment to support pupil progress. Educational inclusion is a strength in the teaching of English.
149. Overall, resources for English are satisfactory. Resources for the teaching of literacy are good. The school has a sufficient number of 'Big Books' to support the earlier stages of reading. There are a number of good quality guided group reader sets of fiction and non-fiction for all pupils. Most classrooms have readily accessible dictionaries and thesauruses. Class library fiction is limited. The library based non-fiction is also limited in number. Specially selected packs of books have been organised to support pupils' work in subject areas, for example, Rain Forests and Ancient Egypt. Pupils' library skills to support independent study are underdeveloped as was the case in the last inspection.
150. The subject is co-ordinated well and many developments have taken place since the last inspection which have helped to raise standards. Detailed action plans to raise pupils' attainment in reading and writing have been compiled and implemented. Training in the teaching of literacy has been undertaken by all staff. Changes have been made to teaching and the curriculum following a careful analysis of the results of National Curriculum assessments and tests. The data held on individual pupils has been used to set targets which are shared with pupils. Regular assessments of pupils' progress are made using the statements within the National Curriculum level descriptors. The co-ordinator regularly monitors teachers' planning and the quality of teaching. Teachers' performance management targets are linked to the raising of pupil attainment.

151. The school has shown a determination to improve standards and has been successful in doing so.

MATHEMATICS

152. Provision for mathematics is good. Teachers have received extensive training in numeracy and have developed good subject knowledge. They plan effectively, have high expectations, develop pupils' mental maths well, and challenge pupils to extend their thinking. This is an improvement since the last inspection.
153. Evidence was gathered from observation of nine lessons, discussions with staff, support staff, and pupils. Scrutiny took place of pupils' work, teachers planning and all available information on pupils' progress and achievement.
154. In the 2002 tests and assessments for seven year olds, when the attainment of all pupils is considered, standards in mathematics were above average.
155. The proportion of pupils attaining the expected Level 2 was close to the average and the proportion attaining the higher Level 3 was above average.
156. Compared to all schools it was close to the national average at Level 2+ and above the national average for the higher Level 3. Standards continue to rise in the infants, in spite of children's attainment on entry to school being below average.
157. Pupils' performance at age eleven is above the national average for the expected Level 4 and well above for the higher Level 5. The number of pupils attaining Level 5 doubled in mathematics. This is particularly noteworthy when compared to pupils' below average attainment on entry. The trend of results over the last three years is above the national improvement rate, mathematics results being well above the national in 2002. In comparison with similar schools pupils' performance is well above average at Level 4 and high for the higher Level 5.
158. The school met its mathematics targets last year. The school's tracking systems show that the great majority of pupils make at least good progress in mathematics between the ages of seven and eleven.
159. On the evidence available at the time of the inspection, pupils in the current Year 2 are attaining standards in mathematics which are in line with those expected nationally. At eleven, standards are average, with some pupils achieving at higher levels. Overall, standards have improved considerably in the last three years. This reflects the clear improvement in the quality of teaching particularly in the juniors where the majority of the teaching is now good or better. The benefits arise from the significant amount of time spent on mathematics; the structure and consistency provided by the numeracy initiative, the high quality of the planning and teachers' good subject knowledge.

160. The school has implemented the National Numeracy Strategy successfully and all teachers are using the structure well. Pupils have a good access to the breadth of the National Curriculum in mathematics, and there is a good balance between the different aspects of mathematics. In the infants, pupils acquire a secure foundation in mathematics, especially number. They add and subtract accurately with numbers of increasing size and estimate and measure accurately. They successfully perform simple multiplication calculations based upon familiar tables and recognise 2D and 3D shapes. They have a good understanding of symmetry and accurately and carefully produce simple tally and bar charts. Throughout Years 1 and 2 there is a strong emphasis on practical mathematical activities. Most of the current Year 2 pupils are working at or towards Level 2, and a few are working at the higher Level 3.
161. By the age of seven, high attaining pupils understand place value of number to hundreds, tens and units, begin to explore numbers to 1000 and mentally recall table facts to 2, 5 and 10 times. Pupils of average ability use number to 100 understand place value to tens and units. They also recognise patterns relating to the two, five and ten times tables. Most Year 2 pupils identify common two and three-dimensional shapes. They recognise odd and even numbers and use doubles and near doubles to solve addition problems. They have good mental skills and solve money problems using sound strategies. Lower attaining pupils practise simple addition and subtraction with numbers up to 10 and sequence larger numbers. Too few opportunities are provided for pupils to use their number skills independently.
162. The emphasis upon number continues in Years 3 to 6. The scrutiny of pupils' work indicated that the oldest pupils have had experiences of, and work accurately with fractions, decimals and percentages, long multiplication, prime numbers and factors, and the attributes of two and three-dimensional shapes. They have a good understanding of area and perimeter of regular shapes, reflective and rotational symmetry, graphs and frequency bar charts. There is a good balance between the elements of the curriculum. The quality of presentation of pupils' work is satisfactory across the school.
163. By the end of Year 6, pupils have a good understanding of place value to more than 1000 and use fractions and percentages confidently. Pupils multiply and divide decimals to two places, and know how to use and interpret co-ordinates. Average attaining pupils multiply three-digit figures by two-digit figures. They measure perimeters and calculate areas of shapes. In discussions, pupils showed a good understanding of place value including decimal fractions. Lower attaining pupils have a good understanding of the place value of numbers but are less confident when using a range of strategies to multiply large numbers. Pupils with special educational needs are supported well by teachers and learning support assistants. These pupils are managed well by teaching staff who recognise their needs and respond appropriately. Good progress is maintained in Years 3 to 6 as a result of teaching that is often good or very good.
164. By the end of Year 6 pupils are familiar with, and can interpret confidently, bar charts and line graphs. These activities are linked appropriately to other areas of the curriculum,

particularly in science and geography. There is good use of practical activities. Provision for investigative work is a positive feature.

165. The oldest pupils show a satisfactory grasp of tables and of the strategies necessary for accurate mental calculations. Teachers recognise the importance of these skills and provide regular opportunities for practice. The development of mental mathematics is well established, for example in Year 6 where pupils were successfully handling inverse operations to add and subtract four-digit numbers and looking for complements- two numbers that make a total.
166. The quality of teaching of mathematics seen was always at least satisfactory for Years 1 and 2 and examples of good teaching were seen in Year 2. The overall quality of teaching in Years 3 to 6 was good. This is enhanced by the very good work of learning support staff. Teachers' subject knowledge is good. Expectations are high throughout the school. There has been an increased focus recently on meeting the needs of potential higher attainers in Years 3, 4, 5 and 6. Where teaching is best, teachers communicate their enthusiasm for the subject, so inspiring pupils to greater efforts. There is very effective use of both whole-class teaching and group work within each class. The quality of teachers' planning is good. Learning outcomes are always shared with the pupils as the session begins and this is very effective across the school.
167. The quality of learning is generally good up to the age of seven, and good for the older pupils. Teachers have a clear grasp of the standards which pupils should be achieving, and progress is increasingly brisk. There is evidence of appropriately challenging work being provided for the higher attaining pupils in most classes. The most effective learning is promoted by clear objectives identified in planning and shared with the pupils, the use of a wide range of teaching methods, good behaviour management, high expectations by teachers and the lively pace. These factors, together with the good support provided for pupils with special educational needs, underpin the good improvement in standards in mathematics across the school.
168. Pupils have very positive attitudes towards mathematics. When the teaching is stimulating they are attentive and co-operative. They work well together.
169. ICT is making a significant contribution to the teaching of mathematics, especially in the data-handling element of the mathematics curriculum.
170. Formal procedures for assessing pupils' progress are good, and there were several positive instances of teachers' informal assessment influencing the planning of future work. Planning for mathematics is comprehensive, balanced and based effectively on the national strategy. Teachers regularly use standardised and other test materials to focus their planning. The quality of marking is satisfactory overall, however in some classes marking fails to show pupils what they need to do to improve. The process of setting targets for pupils in the juniors has helped to improving standards in these year groups. Presentation of written work is satisfactory and generally consistent. Homework is used successfully to support learning in most classes.

171. The co-ordinator for the subject is currently ill. She has provided good leadership for the subject. There has been a regular programme of monitoring of mathematics teaching and the school is favourably resourced for this subject. The senior management team are currently overseeing the subject and ensuring developments are taking place at the appropriate times against the detailed action plan. Staff take part in training linked to the improvement of mathematics, this has had a significant impact on their knowledge and confidence.

SCIENCE

172. Inspection evidence indicates that by age seven pupils attain standards in line with those expected nationally. Pupils aged eleven also attain standards at least in line with national expectations and there is evidence of some attainment that is above the national expectation. Good progress has been made, particularly in Years 1 and 2, since the last inspection.
173. The last inspection of the school in January 2001 indicated that attainment by seven-year-olds was well below the national average and that it was below the national average for eleven-year-olds. This was as a result of pupils not acquiring appropriate understanding and use of scientific enquiry skills.
174. At age seven pupils' attainment in science is assessed by the teacher. The 2002 assessments showed that attainment was well below the national average. For pupils aged eleven the national tests in 2002 showed that attainment was well above the national average with more than half of the pupils attaining the higher Level 5.
175. Very good progress has been made in improving the teaching and learning of science for pupils in Years 1 and 2 and continuing to develop science in the junior section of the school. Led by the co-ordinator, staff have worked hard and successfully to ensure that pupils do acquire appropriate understanding and use of scientific enquiry skills. Investigation is now firmly embedded into the planned curriculum. Pupils are very familiar with the process of scientific enquiry including prediction and evaluation. Pupil target-setting has been rigorously carried out. Support and training has been provided for staff in the assessment of pupil progress and attainment. New resources have been purchased to support these changes. The range of pupils' work covers the national programme for science in a balanced and progressive way. Planning has been updated and along with a science policy is having a positive impact on the quality and balance of activities planned.
176. Five lessons were observed during the inspection. In addition, evidence was gathered by examining pupils' work and teachers' planning, having discussions with pupils and observing displays around the school.
177. By seven years of age pupils have investigated the properties of a range of materials. They can identify materials which are waterproof and those which are not, and their records of investigation are of good quality. Through their work on forces pupils can explain how toys move. Pupils have learned about living things. They understand the needs of living things

and the importance of a balanced diet. Progress is satisfactory for all pupils, including those with special educational needs.

178. By age eleven pupils have gained knowledge about rocks and soils. They have experimented with the absorbency of rocks and investigated soils. Pupils have investigated the differences between solids and liquids, looking into changes, separation, melting and dissolving. They have gained knowledge and understanding about the shapes and relative sizes of the Earth, Sun and Moon. They have experimented with sound and know how pitch and loudness can be altered. They have examined shadow formation and can describe and accurately draw how shadows form. They have studied the ways in which animals and plants adapt to different habitats. Pupils are able to organise their own learning, often making easy, effective and efficient use of ICT. They are able to record their investigations using a range of graphic and written forms. Progress is good for all pupils, as is support for pupils with special educational needs.
179. Throughout the school, pupils' attitudes to learning in science are good. They enjoy practical investigations and can work together co-operatively and productively. Pupils generally respond well to questioning and contribute well in discussion.
180. Overall, the quality of teaching in the five science lessons observed during the inspection was good. There is a strong emphasis upon investigation which interests and motivates pupils. Teachers have good subject knowledge and were well prepared for lessons so that they were confident in their teaching and could address learning issues as they arose from pupils. The teaching was characterised by good use of questioning to challenge pupils' thinking and help them to develop their understanding as well as their ideas, for example in a Year 6 lesson exploring animals and their habitats.
181. Teachers' organisation of activities was good. Activities were suitable to the pupils' needs and to the objectives of the lesson. Learning was very well supported by good planning and organisation including the very effective deployment of learning support assistants. All pupils received support and those with special educational needs made generally good progress because of it. In a Year 2 lesson where pupils were examining the similarities and differences between plants, the activity groups were ably supported by two assistants so that pupils received more individual support and made good progress in their learning. In a Year 1 lesson about movement the learning support assistant worked very effectively across a wide range of pupil needs to support their investigation.
182. Learning was very well linked to the use of computers. In a Year 2 lesson pupils were learning about the construction of block graphs, which they were then to use to record their investigation. In Year 6 pupils were very easily making effective use of the Internet and of CD-Roms to seek information about habitats.
183. Although the activities observed in lessons were suitable to the pupils' learning needs and support is good from learning support assistants, the scrutiny of pupils' work during the inspection indicates that the learning needs of individuals are not always met as well as they might be. Too often the same activity is provided for all pupils irrespective of individual

learning need. Planning does not always provide activities that accurately address the needs of individuals and small groups of pupils. Pupils' work indicates an over-reliance upon the use of prepared worksheets and too few opportunities to link learning in science to literacy. Pupils have too few planned opportunities to write freely in science.

184. The subject is very well led and managed. The co-ordinator clearly understands the weaknesses in science teaching which were raised in the previous inspection and by the 2002 national tests. He has very effectively led staff in addressing the weaknesses and improving the situation considerably. A new science policy is in place. Planning for science is comprehensive, balanced and is based upon national guidance with additional extension materials. Assessment is carefully carried out involving tests at the end of each unit of work and pupil self-assessment at the beginning and end of each unit. There is a science portfolio containing assessed examples of pupils' work, which is used well to inform assessment judgements.
185. Science is monitored and evaluated through the examination of teachers' planning, lesson observation and feedback and some joint teaching. Pupils' work is regularly examined. Staff take part in training linked to the improvement of science in the school. There is a good and active science action plan which is reviewed and updated annually. Resource provision is sound. There is an annual allowance for resource development.

ART AND DESIGN

186. Only one art and design lesson was observed during the inspection therefore, it is not possible to make a judgement on teaching. Other inspection evidence however, indicates that infants and juniors attain standards that are in line with those expected nationally for their respective age groups. Pupils make satisfactory progress as they move through the school and they have positive attitudes to the subject overall. This is a similar finding to that found following the last inspection.
187. No lessons were seen in Year 1 and 2 but scrutiny of pupils' work and display indicates that pupils are making satisfactory progress. They are on track to attain standards expected for seven year olds. They are able to use a range of materials and techniques for observational and imaginative work. They make effective use of fine brush strokes to show details in self-portraits such as eyelashes, freckles, curly hair, ribbons and glasses. Paints of different colours are mixed carefully to achieve a good flesh tone.
188. As pupils move through the school, work in art and design is often carefully linked to work in other subjects such as history and geography. An example of this is the work done in Year 5 pupils about India. Pupils have carefully used pencil and felt-tip pens to produce decorative Mendhi hand patterns.
189. Evidence from displays and pupils work shows a satisfactory range of work but with an over emphasis on pencil and crayon drawings. The range is increasing and now includes use of paintings, sketches and collages using different materials such as clay, pasta and seeds. Year 4 pupils have used polystyrene tiles to make a printing block, which has been used

with paint to produce a very attractive image on black paper. The concept of the art notebooks used by all pupils is an effective method to show progression. However, the use of these notebooks remains underdeveloped, the same as at the time of the last inspection, and the quality of feedback to pupils is variable. More able pupils do not reach their full potential. The best examples of feedback highlight to pupils what needs to be done next time to produce a better outcome.

190. In the one art and design lesson observed in Year 6, teaching was good. The work was well-planned and good quality resources were used to enable pupils to paint in the style of Claude Monet. The teacher has good subject knowledge and used this effectively to introduce correct subject terminology. Good links were made by the teacher to work that pupils have done some time ago to give feedback on progress that had been made since that point. Pupils showed confidence in talking about the mood created in their monochrome paintings and made qualitative comments when appraising the work of peers. Work was made more challenging for more able artists who were asked to use finer brushes and focus on reflections in their paintings.
191. The cramped nature of the building leads to limited work being done on an individual or group basis. Art and design is planned as a discrete lesson and any long-term work has to be stored and retrieved for each lesson. These limitations also restrict the opportunity for pupils to work independently.
192. Assessment in the subject consists of noting down the names of pupils who exceeded or did not meet the expectations for the unit plans within the QCA scheme of work. This information is used for planning future teaching and learning. Pupils with special educational needs are supported effectively by learning support assistants and they make good progress overall.
193. Leadership and management of the subject are good. At the time of the last inspection there was no art co-ordinator. The current co-ordinator is keen and enthusiastic and has a good understanding of National Curriculum requirements. There is an agreed policy statement for the subject. The co-ordinator has encouraged the use of ICT in art and design and the use of programs such as *Dazzle* and of the digital camera is evident throughout the artwork in school. Use of a kiln at another school has enabled the co-ordinator to introduce pupils to working with clay. Currently an Arts Week is being planned for the summer term. Monitoring of the subject has included scrutiny of medium term planning, producing a portfolio of work and scrutinising pupils' work on display. There are ample resources for art and design and there is an awareness of the areas that require further development, including the more consistent use of the art notebooks.
194. The overall judgement indicates a similar finding to that found at the time of the last inspection.

DESIGN AND TECHNOLOGY

195. Inspection evidence suggests that pupils in Year 2 and Year 6 are on track to attain standards that are typical for their respective age groups.
196. As pupils move throughout the school, they are provided with a range of opportunities that enable them to develop the necessary skills in aspects of design and technology. This is because the school makes comprehensive use of the QCA scheme of work for the subject.
197. Overall standards in design and technology are in line with those expected nationally. At the time of the inspection, pupils in Year 2 were making clay tiles and had assembled different components such as springy legs made by folding different coloured paper to make Jack-in-the box characters. Pupils in Year 6 were making structural frames for a shelter. They were able to suggest that the structure can be made stronger by using rolled up sheets of newspaper. Pupils in Year 3 talked about how using cardboard triangles help them to make photo frame corners more stable.
198. During the inspection, no lessons were observed and therefore, it is not possible to make a judgement on teaching. However, discussions with the co-ordinator and pupils, as well as scrutiny of pupils' work on display, indicates that there is insufficient emphasis on the design aspect of making products. In some cases pupils have been encouraged to go straight to the stage of making the product. Pupils in all junior classes enjoy the subject and can remember the work done in previous years. This includes making and tasting bread, making totem poles, models of the Millennium Dome and using different fabrics to make wallets and purses. A particularly attractive display shows scenes from Greek mythology made by groups of Year 5 pupils using fabrics of different textures. Pupils talked in depth about formulating step-by-step plans, producing prototypes and refining their models. The written work showing these processes is not consistently expected by teachers and is not recorded in any specific books.
199. Storage of pupils' work is difficult because of the limiting nature of the building. For instance, junk models made by pupils in Year 3 are stored well above pupil height because there is no other available space. This limits opportunities for them to work and learn independently.
200. Assessment in the subject is carried out by noting down the names of pupils who exceeded or did not meet the expectations for the unit plans within the national scheme of work. This information is used for planning future teaching and learning. Pupils with special educational needs are supported effectively by learning support assistants and they make good progress overall.
201. Leadership and management of the subject are satisfactory. The co-ordinator has only held the post since the beginning of the term and has a clear understanding of the school's approach to design and technology. The previous co-ordinator has produced a subject plan and there is an agreed policy statement for the subject. There are plans to make the design aspect more consistent by requiring this work to be recorded in the art notebooks. Monitoring of the subject has included scrutiny of medium term planning and scrutinising

pupils' work on display. There is a satisfactory range of resources in the school, including equipment and materials to support activities in food and textile technology.

202. These judgements represent a similar finding to those reported following the last inspection.

GEOGRAPHY

203. Inspection evidence indicates that by the ages of seven and eleven pupils are attaining standards in line with those found nationally for their respective age groups. Pupils make satisfactory progress in developing geographical skills as they move through the school.

204. It was not possible to see sufficient teaching during the inspection to comment on its quality, as only one lesson could be observed. Other evidence was gathered by examining pupils' work and teachers' planning, having discussions with pupils and observing displays around the school.

205. By the age of seven pupils have studied their immediate environment, home, school and locality. They have explored their seaside town environment and have compared and contrasted it with different types of locality. There are good links with design and technology and ICT in investigating local house design. Most pupils make satisfactory progress including those with special educational needs and can draw their route from home to school and can identify features on a map.

206. By the age of eleven, pupils have made good progress. They have learned to relate local and national news to geographical location and have examined some issues arising, for example the arguments for and against the construction of a skateboard park. These studies have involved pupils in developing their mapping skills to an appropriate level.

207. Pupils have studied India. They have identified its location in relation to Europe and have learned about India's physical geography. They have studied the village of Chembakolli in detail to develop an understanding of the lives of the people. Most pupils are able to discuss environmental issues with knowledge and confidence. In Year 6 pupils study the development of local settlements. Their work is linked to an important annual residential field trip to Dartmoor which provides good opportunities for the development of mapping skills.

208. In the one lesson observed pupils were studying the changes which have taken place in Chembakolli. The teaching moved pupils on at a good pace and challenged them to think carefully about the reasons for change and its effects upon both the people and the environment. Pupils were able to identify very sound reasons and effects. Tasks were planned according to pupils' needs and all made good progress, including those pupils with special educational needs.

209. Overall, the quality and the quantity of recorded work in geography is variable. There are too few opportunities for pupils to write freely, an over-reliance on worksheets and little evidence of pupils' learning and working independently.

210. Due to a very recent staff change there is currently no co-ordinator for the subject. The deputy headteacher has oversight of the subject until an appointment is made. Curriculum planning is securely in place through good long, medium and short term plans. Until recently the co-ordinator had regularly monitored and evaluated teachers' planning and pupils' work and had provided feedback. Geography provision is annually reviewed and a current action plan is in place and active. Resource provision is good and its ongoing development is supported by an annual financial allowance.

HISTORY

211. Inspection evidence indicates that by the ages of seven and eleven pupils are attaining standards in line with those found nationally for their respective age groups. Pupils make satisfactory progress in developing historical skills as they move through the school.
212. It was not possible to see any history teaching during the inspection. Other evidence was gathered by examining pupils' work and teachers' planning, having discussions with pupils and observing displays around the school.
213. By the age of seven, pupils have made satisfactory progress. Support for pupils with special educational needs is good. Pupils are able to compare their childhood today and past times. Through themes such as toys and seaside towns and the use of appropriate artefacts pupils have been able to develop their skills of historical enquiry to an appropriate level. They know the difference between past and present and have developed a good understanding of the similarities between homes in the past and their own homes, for example comparing a kitchen now with one in the past.
214. By the age of eleven, pupils have studied such topics as the Tudors and their times, the Celts and the Romans in Britain. They have explored life in Tudor times, they are aware of differences between rich and poor in Tudor times and know the monarchs and important events in their lives. Similarly, pupils have developed sound knowledge of the Romans. They use appropriate resources in their work, for example archive material about a local tramway. Progress is satisfactory for all pupils, including those with special educational needs.
215. There are effective links with geography in studies about the development of local settlements as well as worthwhile links with art and design and design technology in projects on toys and the Tudors.
216. Overall, the quality and the quantity of recorded work in history is variable. Limited opportunities for pupils to write freely are offered and there is an over-reliance on worksheets.
217. The subject is co-ordinated effectively. Planning is of good quality and is well organised into the long, medium and short-term. An assessment portfolio is in the early stages of development. Sound procedures are in place for regular monitoring and evaluation of the

subject through examining teachers' planning and looking at pupils' work. The co-ordinator is to develop the curricular links between history and literacy. History provision is annually reviewed and a current action plan is in place and active. Resource provision is good and its ongoing development is supported by an annual financial allowance.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

218. Only two ICT lessons were observed during the inspection, therefore a judgement about teaching cannot be made. However, inspection evidence indicates that by the age of seven and eleven, pupils are attaining standards that are in line with those found nationally, for their respective age groups. This is a significant improvement since the last inspection. Learning facilities have been enhanced through the provision of a mini-ICT suite and a computer in every classroom. The school now has a favourable ratio of one computer to each ten pupils. Effective planning has led teachers to use ICT across the curriculum.
219. Inspection evidence indicates that by the age of seven, most pupils have a good understanding of basic computer skills. At the time of the inspection, Year 2 pupils were generating bar charts using a database they had created of the number of pupils with different coloured eyes and hair. They were clearly enjoying the activity and showed that they are gaining confidence in computer skills and using the software efficiently. Year 3 pupils worked in pairs to use the sound recorder on the computer to record their instructions of how to reach the treasure on the island.
220. Work on display shows that the use of ICT across the curriculum is well established. In Year 2, pupils have used the digital camera to support artwork on self-portraits and in Year 3, pupils have written recipes using the word processor to combine graphics and text. Year 4 pupils have used the *Dazzle* program to copy and paste stamps to create wrapping paper designs, whereas Year 5 pupils have produced a bar-chart to record the annual rainfall in southern India.
221. Pupils develop their skills as they move through the school. They are enthusiastic, confident and use the laptops and computers effectively. By Year 6, pupils can use the classroom computer independently to search websites on the Internet in order to support their work in science, geography and literacy. They report that they can use the computer for writing play scripts. Pupils are confident in their word processing skills and can change fonts and size of print.
222. In the two lessons observed, teacher planning and subject knowledge was good and pupils used subject terminology such as file, save and retrieve very effectively. Good pupil and teacher relationships and positive behaviour management allowed all pupils to make progress. The ICT technician is highly skilled and is deployed effectively in working with groups of pupils in the mini-ICT suite as well as in the classroom. The use of blocked time for each year group is very effective because it allows pupils' skills to be developed systematically.
223. Assessment in the subject is carried out by noting down the names of pupils who exceeded or did not meet the expectations for the unit plans within the national scheme of work. This information is used for planning future teaching and learning. Pupils with special educational needs are supported effectively by learning support assistants and the ICT technician and they make good progress overall.

224. The leadership and management of the subject are very good. The co-ordinator has been instrumental in all staff completing their New Opportunities Fund (NOF) training. The co-ordinator has a clear vision of how to develop the subject and uses the principles of best value when making judgments about which equipment is the most appropriate to allow flexible learning in ICT within the confines of the school's accommodation. The co-ordinator is currently looking for an interactive white-board which is portable to overcome the fact that the mini-ICT suite is on a different floor. All staff have received additional training on using the QCA scheme of work for their year group and teacher subject knowledge and confidence are growing. Monitoring of the subject has included scrutiny of medium term planning, producing a portfolio of work, scrutinising pupils' work on display and observing the support given by the ICT technician to groups of pupils. There are plans to extend the assessment procedures by introducing pupil self-assessment through the use of individual booklets with "I can" statements.
225. These judgements indicate a significant improvement to those reported following the last inspection.

MUSIC

226. Just two lessons in music were seen during the inspection. Both were lessons in junior classes. No overall judgements about teaching in the school or standards in music for infant pupils have been made. Evidence from the lessons, teacher planning, singing in assemblies and discussions with the headteacher and pupils indicates that standards for junior pupils are similar to those expected by the time the pupils are eleven.
227. Since the last inspection the specialist music teacher has left the school and the subject no longer has a co-ordinator. There has been some increase to the time allocated to music in the juniors, however, this is insufficient to ensure full coverage and depth of the National Curriculum for music. Too little time is given to the teaching and learning of music in the infant classes.
228. The school has a clear policy statement and uses the national guidance supported by commercial materials to plan for music teaching. Class teachers are now responsible for teaching music to the pupils. Termly plans are good and plans seen in lessons are detailed and clearly state what pupils are to learn.
229. The quality of teaching in the two lessons seen was good and very good respectively. Pupils were enthusiastic and responsive. Both lessons provided the pupils with opportunity to play musical instruments and to compose and appraise their music. Pupils in Year 4 combined different musical sounds in order to create music that describes the mood and abstract images of the verse *My Town*.
230. A pupil read the verse with suitable intonation whilst others played their instruments. The different sounds were combined very well and pupils showed a good understanding of dynamics and tempo as they played their instruments with sensitivity and maturity.

231. In Year 3, pupils listened to different extracts of music and used their imaginations to draw what they thought the music represented. They shared their thoughts with others and showed that they had interpreted the music very well, for example, The Royal Fireworks Music had conjured up thoughts of “the Queen coming” or a “waterfall in the forest”. They had opportunity to experience the different moods and ideas music can bring.
232. Pupils can clap to an improvised score using flower names as notes. They showed a good understanding of rhythm, beat and tempo.
233. In both lessons pupils listened carefully, they co-operated very well together and were keen to join in. They showed enjoyment and enthusiasm for the subject.
234. The school has a wide selection of recorded music and pupils are provided with opportunities to listen to music at assembly times and in some classes at the start of the school day. Pupils in Year 6 could talk about music with enjoyment but were unfamiliar with the names of composers or pieces of music. They had a very limited knowledge of music from other cultures and countries.
235. Currently the school does not have a choir and there is no provision for pupils to learn to play an instrument. Limited opportunities are available for pupils to learn independently. This shows a decline since the last inspection.
236. Pupils sing with enthusiasm in assemblies and perform to parents and members of the school community during the school year. For example, in June to members of the Upton Vale Baptist Church ‘Holiday at Home’ scheme, at Christmas time the performances include carols and music in the local parish church. Infant pupils sing and play instruments during open afternoons each term.
237. Resources for the teaching of music are adequate.
238. The school has plans to appoint a music co-ordinator in the near future.

PHYSICAL EDUCATION

239. Standards seen for pupils at the age of seven and eleven are typical of their age groups.
240. The planned curriculum covers all aspects of the National Curriculum for physical education which include dance, games, gymnastics, athletics and swimming. The school does very well to ensure this coverage given the limitations of the school site. Opportunities for physical education are extended through the after-school provision of football, netball and cricket. Pupils in Years 5 and 6 also benefit from residential visits to Dartmoor where they take part in outdoor adventure activities. These experiences contribute well to their personal and social development.
241. Two dance lessons were seen with infant pupils during the inspection. The quality of teaching was satisfactory or better in both lessons. Teachers had chosen suitable music and

were clear about what pupils were to learn. They gave clear instructions and helpful demonstrations to pupils. They used assessment opportunities to praise pupils for their efforts and focus on good examples of movement for other pupils to see.

242. Pupils enjoy the lessons, they join in eagerly, listen carefully and practice hard in order to improve.
243. Where teaching was only satisfactory too much time was lost from the lesson by pupils when changing their clothes.
244. Satisfactory teaching was observed for Year 6 pupils who were practising hockey skills in the school's hard play area. The lesson was structured well and good demonstrations in ball control were given. Pupils were given opportunity to collaborate in twos and showed increasing control and developing techniques. However, the school facilities limited the opportunity to practice and at times the teacher's voice could not be heard because of passing traffic.
245. Due attention is given to health and safety in the teaching of physical education.
246. The school has links with South Devon College and a Year 5 lesson focussing on the development of games skills was observed. The lesson was taught by specialist students overseen by a lecturer.
247. The hall offered spacious, safe accommodation with sufficient resources to promote pupils' learning. The ratio of pupils to student was 1 to 7, the students were skilled and knowledgeable about their subject and supported the pupils well in the acquisition of hockey and netball skills.
248. The walk to the college took about 15 minutes each way. The route is well known to pupils and their behaviour was good. Two members of staff accompanied the 29 pupils and their level of vigilance was good. The route, however, is difficult, with several roads to cross and at times no pavements to walk on.
249. Swimming is taught during the time pupils are at the school. By the time they leave at the age of eleven all pupils can swim 25 metres and are aware of the principles of water safety.
250. Pupils have opportunity to join in competitive games with other local schools. Boys and girls have equal opportunity to take part in all the sports and activities offered.
251. There are sufficient resources to support the teaching of physical education. The subject is led by an enthusiastic and able co-ordinator who has attended many professional development courses. The school also has a link teacher for the local education authority sports programme. The area action plan links successfully to the schools own action plan for the subject.

252. The co-ordinator monitors teachers' planning and gives advice to staff. She is aware of the need for assessment in the subject and is currently devising a system based on a local education authority model.

RELIGIOUS EDUCATION

253. By the ages of seven and eleven pupils attain standards in religious education that meet the expectations of the locally agreed syllabus. This was also the finding of the previous inspection report. All pupils make good progress in developing an understanding of religious ideas and practices as they move through the school.
254. It was not possible to see sufficient teaching during the inspection to comment on its quality. Other evidence was gathered by examining pupils' work and teachers' planning, having discussions with pupils and observing displays around the school.
255. By Year 2 pupils have gained a broad understanding of Christian festivals such as Christmas and Easter and have learned about the symbolism of foods at such times. They have developed an understanding of forgiveness through themes such as the story of Jonah and the Easter narrative and are able to relate forgiveness to their own experience of when forgiveness is important. Pupils are increasingly aware of religious symbols and ceremonies such as baptism.
256. By Year 6 pupils are able to reflect on the values and commitments in Christianity. They have explored pilgrimages through examples made by Christians to Lourdes and Muslims to Mecca. They have studied aspects of Islam and Hinduism and have learned about the Hindu perception of God. Pupils have studied the Creation from both religious and scientific perspectives and are able to represent their own version of it. Pupils have a sound knowledge of Christian and other faiths. They have learned to discuss, compare and contrast a satisfactory range of religious themes.
257. The quality of the pupils' recorded work is variable. Too often all of the pupils are given the same task irrespective of individual learning needs. There is an over-reliance on worksheets and too few opportunities are created for pupils to write freely.
258. The subject is very well led and managed by the co-ordinator, who has good subject knowledge and ideas for further developments. The curriculum is thoroughly planned and provides all pupils with a rich and balanced experience over time. The co-ordinator has introduced an impressive and developing assessment portfolio that provides teachers with assessed pieces of work in the subject. An assessment sheet is currently being trialled by staff. The quality of teaching and learning is monitored and evaluated through regular examination of teachers' planning, pupils' work and displays. Teachers are provided with feedback. The co-ordinator and other staff, including support staff, have taken part in training linked to the implementation of the curriculum. There are practical and effective links with science and ICT. It is planned to develop further the links with literacy. A useful action plan exists for the development of the subject which is reviewed and updated annually.

259. The subject is well-resourced generally and receives an annual allowance to support further resource development. A close relationship exists with the local church. Effective use is made of community resources such as the Salvation Army and the Islamic Centre.