

INSPECTION REPORT

Compton C of E Primary School

Plymouth

LEA area: Plymouth

Unique reference number: 113416

Headteacher: Mr Steve Cleave

Reporting inspector: Mrs Jane Morris
18270

Dates of inspection: 16th – 19th September 2002

Inspection number: 247368

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Higher Compton Road Plymouth Devon
Postcode:	PL3 5JB
Telephone number:	01752 - 771539
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr M Cunningham
Date of previous inspection:	8 th December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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18270	Mrs Jane Morris	Registered inspector	Science Special Educational needs Equal opportunities Music Physical Education	The schools results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
9837	Mr Roy Walsh	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
24805	Mrs Alison Cogher	Team inspector	English Art Foundation Stage English as an additional language	What sort of school is it?
29371	Mr Paul Hodson	Team inspector	Maths Information Technology Design and Technology	How well is the school led and managed?
32103	Mrs Jane Wheatley	Team inspector	Geography History Religious Education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Compton C of E Primary School is a popular, oversubscribed school within the Higher Compton area of Plymouth, two miles from the city centre. The headteacher took up his post in January 2002 and the deputy in September 2002. There are 321 pupils on roll between the ages of four and 11. This will increase to 347 in January after the second intake of children into the reception classes. The majority of pupils come from the immediate locality others from neighbouring areas with a significant minority from an area of greater social need. The proportion of pupils with special educational needs is broadly in line with the national average. Of the 57 pupils (17.7 per cent) with special educational needs a significant minority have speech or communication difficulties, or moderate learning difficulties. Three pupils (0.9 per cent) have Statements of Special Educational Needs. Three pupils (0.9 per cent) have English as an additional language. There are nine pupils (2.8 per cent) eligible for free school meals, below the national average. The number of pupils joining and leaving the school is broadly average. Almost all pupils are white UK heritage. Pupils' standards on entry to the school are variable. They also vary from year to year but are broadly in line with those expected for their age. There are 11 classes and pupils are taught in mixed year groups in seven of these.

HOW GOOD THE SCHOOL IS

Compton C of E Primary School is a good school. The school's standards are improving because teaching is good and pupils learn well in a secure and caring learning environment. Staff work well as a team and there is a collective determination to succeed. The headteacher provides very strong leadership and governors are well informed. The school provides good value for money.

What the school does well

- The leadership and management provided by the headteacher and senior staff are very good.
- Teaching is good overall, and very good in the Foundation Stage.
- Provision for pupils with special educational needs is very good.
- Pupils behave very well and display very positive attitudes towards each other, the school and their learning.
- Provision for pupil's spiritual, moral, social and cultural development is good overall. The provision for the spiritual and social development of pupils is very good.
- Provision for pupil's personal development is very good.
- The caring, supportive ethos of the school supports pupils' learning.
- Resources throughout the school are very good.

What could be improved

- Planning, to ensure that higher attaining pupils are sufficiently challenged in all lessons and the needs of all pupils are met. *(This is identified in the school development plan)*
- Opportunities to identify, promote and share the very good practice within the school so that lessons take into account pupils' different styles of learning. *(This is identified in the school development plan)*

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was inspected in December 1997. It has successfully addressed all the issues identified and has transformed areas requiring improvement, into strengths of the school. Of note are the improvements made to the provision for pupils with special educational needs and the children in the Foundation Stage. Pupils' spiritual development is very well promoted in all subjects. The teaching of religious education has improved. Attainment of pupils is good. The quality of teaching is better, as are the school's assessment systems. Standards in most subjects have risen. Procedures for the monitoring of teaching have been embedded. However, they have not yet been used to ensure that very good practice is disseminated effectively. A significant proportion of the teaching staff has changed since the last inspection and the school has reviewed and revised the roles of senior managers and subject co-ordinators. They are now fully involved in the monitoring of the work of the school. The school is well placed to maintain the momentum of improvement that has been firmly established.

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
	1999	2000	2001	2001
English	A	A	A	C
Mathematics	B	C	B	C
Science	C	D	B	C

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

Standards in English have stayed consistently well above average during recent years. In mathematics they were above average in 2001 having been average in 2000. Standards in science were above average in 2001 having been below average in 2000. Standards in 2001 for all three core subjects were broadly in line with those of similar schools. The school exceeded its targets for 2001. The school's results for 2002 show a decline and the school did not meet its targets. This can be explained using the school's wealth of information about this particular group of pupils. Currently standards are good in mathematics and satisfactory, but improving, in English and science. Standards in speaking and listening are better than average. Pupils achieve well and by the end of Key Stage 2 standards in all the foundation subjects are good. Pupils with special educational needs make very good progress and pupils with English as an additional language reach satisfactory standards.

At Key Stage 1 standards in 2001 were better than in 2000, being well above average in reading and mathematics and above average in writing. In comparison with similar schools the results for reading and mathematics were above average and average for writing. Results for 2002 are similar although, pleasingly, more pupils exceeded the expected level in writing and mathematics. Teaching assessments of science are average overall but high for those gaining above expected level. Evidence of work seen during the inspection indicate standards to be good in English and mathematics. However, standards in science are satisfactory and could be improved by greater emphasis on physical processes.

In the Foundation Stage all children including those with special educational needs make very good progress. By the end of the reception year most children are likely to achieve the nationally expected levels, and a significant minority exceed them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good. Pupils enjoy coming to school and are keen to take a full part in all that the school offers them.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are very clear about acceptable and unacceptable behaviour. This contributes positively to the learning environment.
Personal development and relationships	The relationships developed by pupils are very good. They respond well to the expectations of their teachers and to the responsibilities given to them. Boys and girls play and work happily together.
Attendance	Attendance is satisfactory. Registration time is used well and creates a good start to the school day.

All pupils are interested in their work and concentrate very well. They behave very well and co-operate with each other. They support one another in their lessons, in the playground and during paired reading sessions. There are no instances of exclusion.

TEACHING AND LEARNING

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

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

During the inspection 54 lessons were observed. Four lessons were excellent, 9 very good, 21 good and 20 satisfactory.

The quality of teaching is good. It is very good in the Foundation Stage and is good throughout Key Stages 1 and 2. All lessons seen during the inspection were at least satisfactory. The quality of teaching has improved since the previous inspection. Very good and excellent lessons are characterised by challenging activities. These activities take into account the needs of higher attaining pupils and recognise the variety and range of styles and tasks needed to stimulate and motivate all pupils in the class. In less successful lessons introductions are too lengthy. Pupils have to sit for too long before getting started on their lessons and there are missed opportunities to move pupils forward sufficiently in their learning.

English and mathematics are both taught well throughout the school. The basic skills of literacy and numeracy are integrated and developed in other subjects. Teachers use the National Strategies to good effect. They have adapted their lessons to ensure that pupils are taught the basic skills in a systematic way. Great care is taken to provide teaching assistants with sufficient information to ensure that pupils with special educational needs are very well supported and they make very good progress. Strategies to integrate pupils with English as an additional language are successful and pupils make satisfactory progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and provides for the needs of all pupils. The school has introduced an effective personal, social and health education programme.
Provision for pupils with special educational needs	Very good. The support provided by the co-ordinator and by teaching assistants in classes is very effective.
Provision for pupils with English as an additional language	Satisfactory. Pupils are supported within lessons. They make appropriate progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall and is very good for spiritual and social development. Pupils value themselves and others. They work together in harmony. Good emphasis is placed on art and culture.
How well the school cares for its pupils	The school takes the welfare of the pupils very seriously. Procedures for promoting acceptable behaviour are very good and are applied successfully.

Parents are being encouraged to play a full part in the education of their children both in school and at home. The school values their contribution greatly.

The curriculum provision is enhanced by a rich variety of visitors to the school and the visits the pupils make to various locations away from the school. A full range of clubs exist which appeal to all pupils.

The care provided for pupils is a strength of the school. All adults at the school are committed to the well-being of the pupils. The pupils' academic progress is carefully tracked and personal support and guidance are good. Procedures for monitoring and promoting attendance are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. All staff with management responsibilities work well together. The school has a clear educational direction focussed on raising standards, guided by the very strong leadership of the headteacher.
How well the governors fulfil their responsibilities	Good. The governors are well informed. They provide effective support and have a good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. The management team and subject co-ordinators evaluate standards and provision. Actions taken to improve weaknesses are effective.
The strategic use of resources	Good. Financial control is effective and identified educational priorities are targeted clearly in the school development plan.

Staffing is well matched to the needs of the curriculum. Accommodation is adequate and high quality displays of pupils' work and teacher initiated information boards are especially noteworthy.

The headteacher and all staff work well together to ensure that priorities for school improvement are identified, and the school's budget is used appropriately to support these. The governors have a good knowledge of the school and carefully monitor the expenditure on projects ensuring that the principles of best value are applied 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"> • Children like coming to school. • Good behaviour. • Teaching is good. • Parents can approach the school and know they will be listened to. • Children are expected to work hard. • The school is well led and managed. • The school helps children to mature and promotes a strong sense of responsibility. 	<ul style="list-style-type: none"> • Some parents are unhappy about the amount of and value placed on homework. • The information they receive about their children's progress. • Some parents feel that the school does not work closely enough with parents. • The range of activities outside lessons.

The inspection team is happy to agree with parents' positive views of the school. It feels that parents do receive sufficient information about their children's progress. It applauds the school for all the work that involves parents. Activities outside lessons include after school clubs, visits, a residential trip for Year 6 and a number of visitors to the school, and is considered good by the inspection team although the team recognises that many sports clubs are provided for and attended by junior pupils. Inspection evidence does support the view that homework is inconsistently applied across the school and the team is pleased to see that this is already on a planned programme for review.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children are assessed on entry to school. These assessments and additional inspection evidence show that their attainment, although variable, is average overall. This is a similar picture to that of the previous inspection. Prior to starting school most children attend a pre-school setting. By the end of the Foundation Stage, almost all pupils achieve the expected goals and a significant minority exceed them in all areas of learning.
2. The 2001 national test results at the end of Key Stage 2 show that standards in English were well above the national average. In mathematics and science, standards were above the national averages. Standards in English have been maintained at well above the national average for several years. In mathematics results improved from the previous year. In science there was considerable improvement as results rose to being above average in contrast to being below average in 2000. In comparison with similar schools results were broadly in line. Higher attaining pupils' results were average in English, well below average in mathematics and average in science.
3. The school sets itself challenging targets and strives to meet them. In 2001 the school exceeded its targets. The Key Stage 2 results for 2002 show a significant fall in the numbers of pupils gaining the expected levels and the school did not meet its targets. However, these lower results relate to the particular needs and circumstances of that group of pupils. The results can be explained by the school's thorough and well-documented analysis of data within its very comprehensive and well presented systems for tracking pupil progress.
4. The 2001 Key Stage 1 results showed standards were well above national averages in reading, and above average in writing. Standards in mathematics were well above national averages. These results were a significant improvement on the 2000 results. In relation to similar schools, the school's Key Stage 1 results showed a significant improvement on the previous year. In 2002, results are very similar but with more pupils achieving higher than the expected levels in writing and mathematics.
5. The school has made significant efforts to raise standards in English and mathematics. Inspection evidence shows that standards in English are good at Key Stage 1 and satisfactory at Key Stage 2. In mathematics they are good throughout the school. Science is satisfactory in both key stages. Literacy and numeracy have been the foci for the school's development and these are having a favourable impact on pupils' achievements. Teachers ensure that pupils use their literacy and numeracy skills in many areas of the curriculum. The school has been through a period of staff changes and changed management responsibilities. Some of these have had an impact on the work of the school and inspection evidence suggests that, although reading and writing are only satisfactory overall, the school is now poised to move forward and build on the hard work that has gone on previously. Year 6 pupils now show the potential for good standards as they investigate how characters from a well-known fiction text are presented. They speak clearly in well-constructed sentences and they can explain tenses and the way they are used. In a numeracy lesson these oldest pupils can explain confidently inverse operations and prime numbers.
6. At Key Stage 1 standards are above average in history, geography, religious education (RE), music, physical education (PE) and art. They are satisfactory in science and Information/communication technology (ICT) and well above average in design and

technology. Standards have improved in mathematics, history, RE, music and art. Pupils make good progress through the school and at Key Stage 2 standards are above the national expectations in all foundation subjects and show significant improvement since the previous inspection. Standards in ICT are good because teachers routinely incorporate the use of computers into their lessons using a variety of applications.

7. The school is totally committed to raising standards and is rightly directing its energies into providing additional challenge for higher attainers. There are examples of very good progress and higher standards in lessons that involve tasks that require pupils to work in a variety of ways. This was seen in a geography lesson where Year 3 and 4 pupils were invited to listen, contribute, discuss and make reference to a stimulating display and an ICT generated presentation in order to learn that land is used for a variety of purposes. However such good practice is not consistently evident across all classes.
8. Pupils with special educational needs make very good progress. Their needs are assessed carefully and appropriate and precise targets set. The special educational needs co-ordinator and teaching assistants work very effectively with these pupils using the very good resources available. There are no significant differences between the achievements of boys and girls compared to those nationally. Pupils with English as an additional language achieve satisfactory standards.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school are very good. Their behaviour, relationships and personal development are also very good. Attendance levels are satisfactory.
10. Pupils are keen and eager to be in school and their attitudes to learning are very good, an improvement since the last inspection, when this aspect was judged to be good. Parents share this view, with 97 per cent of responses to the questionnaire agreeing that their children like the school. Diligence and good levels of concentration were observed in all subjects and year groups, and there is no shortage of enthusiastic pupils willing to contribute to discussions or answer questions in lessons. This level of commitment to learning is also noticeable in the standard of work produced.
11. Behaviour is very good both in and out of lessons. Pupils create and sign up to their own classroom rules at the start of the year. They understand the concepts of good and bad behaviour and of applying it to their own circumstances. Following a dramatic role-play activity in a Year 5 and 6 English lesson, pupils' calmness and co-operation in re-establishing the classroom seating was noteworthy. At lunch and break times some energetic and lively play is enjoyed but the behaviour is still very good. Although some minor incidents of aggressive behaviour occur from time to time, staff deal with these quickly and skilfully. Pupils are provided with safety instruction before using the adventure playground equipment, and those observed during inspection used it with care and obvious enjoyment. Break and lunchtimes present good examples of the school's inclusive community where no pupils are left out. A few pupils across the age ranges display challenging behaviour but these are dealt with firmly yet sympathetically. It has not been found necessary to exclude any pupil in the recent past. The good behaviour exhibited across the school contributes in a very positive way to the learning environment.
12. Pupils' personal development is very good. Very good relationships are apparent across the school, and these are maintained by valuing and respecting not only pupils' academic ability but also their all round potential and capability. Teachers and support staff have high expectations of pupils, and the latter respond positively to this. School

certificates of merit are awarded for achievements in all aspects of school life and presented to pupils during weekly celebration assemblies. Pupils feel well cared for and are confident in approaching staff with any concerns. Pupils demonstrate an interest and respect for the work of others and acknowledge their feelings and ideas. This was clearly demonstrated at the end of a Years 3 / 4 art lesson when members of the class were encouraged to walk round to view other pupils' work and note positive features.

13. The recently established school council is becoming more efficient at representing the views of pupils to the staff. Two representatives from each class are voted on to the council, which meets regularly throughout the year to put forward pupils' views. Until recently, this has been very much teacher-led and has just completed its first year. The new representatives will be encouraged to take more responsibility for its running and decision-making. The school council is particularly effective in developing citizenship; for example, later in the year it will be invited to review a school audit from the perspective of pupils. Over the past year, the school council has helped organise a cake sale and collection for 'Red Nose Day'. It was also involved in the interview process during the appointment of the new deputy head teacher. Pupils of all ages willingly take on duties in the school, from younger ones taking registers to the office, to older ones controlling the speed of pupil movement to the playground. The residential trip to Dartmoor is eagerly awaited by Year 6 pupils who see it not only as a challenging exercise but also as an opportunity to develop friendship.
14. Attendance rates are satisfactory. At present, however, they are lower than at the last inspection which has been caused by parents taking their children out of school for term time holidays. The school's documents emphasise the responsibilities of parents in this respect as well as the importance of consistent attendance and its impact on their child's learning. The school creates a happy and welcoming environment, encouraging good attendance by pupils. Registers are well maintained and comply fully with statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

15. Throughout the school the quality of teaching is good with very good and excellent features. Over half of all lessons are good, about a quarter are very good and a small percentage (seven per cent) is excellent. No unsatisfactory lessons were observed throughout the inspection. This is an improvement since the last inspection when some unsatisfactory teaching was reported. The last inspection also reported that teachers did not use assessment sufficiently well and that they were not always clear about what the pupils needed to learn in each lesson. These weaknesses have been addressed although there is stillroom to improve the planning for challenge for higher attainers.
16. Teaching is of a particularly high standard in the Foundation Stage. This is because the teacher knows and understands the needs of these children very well. She works with her support teacher and teaching assistant to provide a very high quality curriculum with learning opportunities matched to each child's development needs. The classroom and outside play area have a rich and diverse selection of equipment and stimulating activities that are promoting every area of learning for this age group. This area of the school's work has improved significantly since the last inspection.
17. The good standard of teaching throughout both Key Stage 1 and Key Stage 2 has many notable features that have a positive impact on pupils' learning. Teachers plan and prepare lessons very carefully and set clear objectives for developing pupils' knowledge, understanding and skills. Objectives and the structure of lessons are shared with pupils at the start of lessons and important new vocabulary is highlighted.

Teachers enjoy productive relationships with their pupils and they encourage positive attitudes. Their management of the pupils is good. During discussion times teachers are careful to choose a wide cross section of boys and girls, of different abilities and include pupils with special educational needs. Skilful questioning ensures that lessons are inclusive and a wholly shared experience. Pupils with English as an additional language are encouraged to take part and make contributions.

18. Motivating and managing pupils were judged to be the strongest aspects of teaching in the last inspection. This remains a strength. It is a key indicator that the aims of the school are met and the ethos is conducive to teaching and learning. Teachers know their pupils well, are firm but fair and relationships are positive and constructive. Teachers have high expectations of behaviour, standards of presentation in written work and levels of co-operation. Pupils know what is required of them and respond well to these high but realistic expectations.
19. Information technology features in many class lessons as well as being taught in the ICT suite. Small groups of pupils regularly undertake tasks that enhance their understanding of key ideas. For example, in Year 2 they link science with ICT and literacy when producing a leaflet entitled 'All About Me'. In the very best lessons teachers provide a stimulating context for learning and pupils respond by being interested, enthusiastic, alert and diligent. A good illustration of this was in a Years 5 and 6 science lesson when pupils were exploring the 'Earth and Beyond' using many different ways of accessing information, gathering investigation results about shadows and making models to explain the earth's movement around the sun. Their findings were shared productively with classmates during the summary to the lesson.
20. Teachers and support staff work well together. Support staff are well trained by the 'Learning Development Co-ordinator' and they know how they can contribute to pupils' learning and how they can support teachers in the accurate assessment of pupils' achievements. The skill, expertise and time of support staff are used efficiently and successfully. This is another area of improvement since the previous inspection when the withdrawal of pupils with special educational needs was judged to have a negative impact on their learning.
21. Good and very good lessons have features that the school would do well to ensure are identified and promoted in all lessons. These include the way in which some teachers recognise how pupils learn in different ways and successfully use a variety of techniques to motivate them. For example, the way in which role-play is used to develop an understanding of the meaning of how tenses are used to impact on the effectiveness of dialogue. This was seen in a Years 5 and 6 lesson about narrators, commentators and journalists. Teachers work hard to ensure that lessons, wherever possible, have a spiritual dimension. This aspect of the curriculum appears as a strength in lessons. This key issue from the previous inspection has been addressed very successfully.
22. In less productive lessons introductions take too long and pupils find it difficult to listen for sustained periods without actually becoming actively involved in their learning. In a history lesson pupils in Years 5 and 6 become frustrated by too much teacher talk and not enough time for them to contribute their own ideas and comments. There are some missed opportunities for pupils to discuss or commit their ideas to writing whether this is by using 'wipe clean' boards or their workbooks. Less productive lessons also fail to take sufficient account of the need to challenge the higher attaining pupils. A wider range of teaching methods is needed to ensure pupils fully apply intellectual, physical and creative effort to their work and learn through constructive, critical analysis of their own and others' work. For example, in PE lessons there are

missed opportunities for pupils to appraise each other's skills. Teachers usually draw lessons to a close well by reviewing with pupils what they have learnt.

23. Literacy and numeracy skills are taught well. The use of literacy across the curriculum is very well developed. For example, it is skilfully used in science, ICT, RE, music and history. Display around the school clearly identifies how pupils are encouraged to put into words their feelings about pieces of music and also their achievements during a residential visit. In all year groups there is a high degree of competency in teaching the basic skills of numeracy. The National Literacy and Numeracy Strategies are implemented consistently and teachers are using the recommended strategies skilfully and competently.
24. Schemes of work for all subjects are detailed and provide a secure basis for lessons. Teachers working with pupils in their mixed age group classes use the schemes of work well, plan lessons together and share expertise. This ensures consistency within each class and equality of opportunity for all pupils. The support and high degree of cooperation, which exist between teachers, are key features in bringing about improvements in the quality of teaching and learning.
25. Homework is planned for and taken account of in lessons. Teachers use a variety of methods to incorporate it into the curriculum. The use of and value placed upon homework is variable. This aspect of the school's work is already programmed for review and improvement as it is recognised as being inconsistent.

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

26. The school plans a broad, balanced and relevant curriculum that meets all statutory requirements and the requirements of the locally agreed syllabus for religious education. Good links are made between different subjects within the curriculum, particularly literacy, mathematics, ICT, art and DT. The celebration of 'Church Week' further enhances the curriculum offered to pupils. The school has responded well to implementing the national strategies for literacy and numeracy and this is helping to improve basic skills. The curriculum has developed and improved since the last inspection.
27. The school has ensured that planning reflects the National Curriculum Programmes of Study and the timetable is organised to ensure full coverage. Planning extends over the whole year and across each year group in a two-yearly cycle setting out clearly what will be taught and when. In some classes planning for higher attainers needs to be more rigorous to ensure appropriate challenge.
28. The quality and range of learning opportunities the school provides are good. The school is very well resourced and classrooms are well organised. Displays are of a high quality and celebrate the pupils' work as well as stimulating thought and interaction.
29. Provision for pupils with special educational needs is very good. Pupils receive very good support from teaching assistants, both individually and alongside others in the classrooms, thus enabling them to follow the same curriculum as other pupils.
30. There is a very good personal, social and health education and citizenship programme that enriches the curriculum in a variety of ways. 'Café Time' (when pupils sit together for fruit and drink) is popular and is well supported by parents. 'Circle Time' (as pupils are given opportunities to sit and listen to one another) allows pupils to share their thoughts and feelings, whilst sex education is linked to the science curriculum. The

school liaises well with outside agencies such as the emergency services and through a planned programme the older pupils are made aware of dangers to avoid and how to keep themselves safe. The School Council enables pupils to voice their opinions and to 'have a say' in the life of the school. Drugs awareness education is successfully included within the personal social and health education programme (PSHE).

31. Provision for extra curricular activities is good. Boys and girls have equal access and opportunity to participate. Activities offered include netball, football, ICT, drama, swimming, dance and choir. Younger pupils have opportunities to join recorder and choir clubs. Pupils are actively encouraged to think of others, for example, a choir group was involved in singing outside a local supermarket at Christmas time in order to raise money for the homeless. The curriculum is further enriched through the visits such as the residential experience for Year 6 pupils and other off-site visits. Also, many visitors come to the school to share their knowledge and experiences with the pupils.
32. The school has very good links with its partner institutions and particularly with the secondary school to which the majority of pupils transfer. Pupils are invited to take part in lessons at the school and there are good links leading up to the transfer when teachers from the secondary school visit and meet with the pupils at Compton.
33. Overall pupils' spiritual, moral, social and cultural education is good. It is now considered to be one of the strengths of the school, which is an improvement since the last inspection.
34. Pupils' spiritual development is very good. This aspect is judged to have improved significantly since the last inspection. There are now planned opportunities for pupils to discuss achievements and feelings within PSHE as well as in other lessons in the curriculum such as in RE and art. The 'excellence' assemblies conducted each week allow pupils to celebrate good work, effort and progress, as well as the help and support given by pupils for the benefit of their peers. Pupils can also use the 'Something to think about' board to communicate their views on challenges they have overcome or things that upset them. Pupils are encouraged to appreciate that people, nature and the arts all provide experiences for reflection which inform their perspectives on life; this was aptly demonstrated in an assembly on challenge and adversity, when pupils learned that Norman Croucher, who had lost his legs in an accident, went on to become an expert climber.
35. Development of pupils' moral education is good. The school's aims and values – 'respect for others and personal accountability for actions' – are promoted strongly in lessons and around the school. Staff provide good role models, valuing and respecting all members of the school and there is a strong emphasis on providing clear codes of conduct, so that pupils learn the difference between right and wrong. The school provides many opportunities for pupils to consider moral values, for example caring for others, and this is typified by pupils in Years 3 - 6 helping and encouraging younger pupils in shared reading sessions.
36. The school is rightly proud of the social development of its pupils, which is very good. Younger pupils are given opportunities to take responsibility in class as monitors or table leaders. Older pupils are given additional responsibilities to help in the smooth running of the school and in directing and guiding younger pupils. Pupils are encouraged to develop positive attitudes towards one another and to those less fortunate than themselves. Year 6 pupils take part in a residential visit, where emphasis is placed on mutual help and support in sometimes challenging activities, and in living together in a community. Younger children are provided with guided opportunities to communicate and socialise with their peers each day during 'café time'

(where volunteer parents prepare fruit and drinks prior to morning break). Pupils throughout the school work and play together co-operatively and in harmony.

37. Pupils' cultural development is good. Pupils have many opportunities within the curriculum to appreciate the art and music of a number of cultures, and visitors to school help to reinforce this understanding, for example, a recent visit from an African drumming band and the use of salsa music at an assembly. Pupils take part in drama, dance and choir clubs often culminating in school productions. The recent Year 3 and 4 geography project on India allowed pupils to research how children in another culture live, and provided them with an insight into a society with different beliefs and customs. All pupils have many opportunities to listen and take part in music and drama, and to visit places of cultural interest such as the local art gallery.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school is a caring organisation and the overall provision for the welfare of its pupils is good, presenting a similar picture to the previous inspection.
39. Teachers and the support staff know the pupils and their families well and deal sensitively with any problems which may occur. Teaching assistants are committed and enthusiastic, providing invaluable support to teachers and pupils. The pastoral care provided by the staff for the pupils is good. Discussion groups (circle time) are used well throughout the school in encouraging pupils to take responsibility for their actions, as well as a vehicle for them to communicate any fears or concerns in a non-threatening climate. Staff are very sensitive in the welfare of their pupils. There is an established Health and Safety policy and regular safety audits and risk assessments take place. Safety concerns are noted and dealt with conscientiously by governors and senior management, and fire drills take place each term. The school also promotes health and safety issues during lessons such as PE, art and design and technology. Introducing 'café time' for younger pupils and snack time for older ones is helping to encourage healthy eating, and drinking water has also been made available in all classrooms. First aid and medical procedures are satisfactory.
40. The school records attendance electronically and regularly monitors absence patterns. Parents are made aware of their responsibility to notify the school in the event of their child's absence.
41. Child protection arrangements are satisfactory. The designated person is competent and knows the procedures well. Although staff know their responsibilities and what they should do if a concern arises, whole school awareness training is needed to bring all staff up to date with current practices.
42. The school has a comprehensive and effective behaviour policy, which is applied consistently by teachers and support staff. The headteacher and staff provide good models in the ways they relate to and manage pupils. Their approach is positive and non-confrontational which works well in minimising potential behaviour incidents. Mealtime assistants are caring and responsive, and have recently attended behaviour management training sessions, which ensures that lunch times are calm and relaxed. Pupils are proud of the rewards they can obtain for good behaviour, which eventually lead to certificates and letters of praise to parents. Sanctions for poor behaviour are graduated and are perceived to be fair by the pupils. No exclusions have been required over the past year.
43. Pupils' annual reports contain enough detail to inform parents of individual achievement but targets for future achievement need to be made more explicit. The marking of homework and the value placed on it varies from class to class and is inconsistent.

44. Pupils are given many opportunities to take responsibility, which they exercise well. Representing their class at school council meetings gives members an insight into the democratic process. Year 5 and 6 pupils are allocated extra responsibilities for whole school activities, for instance, selling snacks and ice creams at lunchtime. The pupils develop mature and responsible attitudes whilst at Compton which prepares them well for transfer to secondary education.
45. The support provided for pupils with special educational needs is very good. Teaching assistants are well trained and confident in their approach and the planning of the work is based firmly on assessment information and closely linked to the progress being made towards personal targets.
46. The school's procedures for assessing pupils' attainment and progress have improved and are good. Standardised and national tests are used to track progress in English and mathematics. The school makes good use of optional assessment materials. There has been very valuable analysis of performance data and the school has tracked individual pupils and cohort groups as well as comparing local and national results. Annual targets are set in English and mathematics and pupils are made aware of their individual targets. All teachers have been trained to use ICT spreadsheets to track pupil progress and this is a strength of the school. As a result of this teachers are able to accurately identify groups of pupils in their class who are attaining at different levels in English and mathematics.
47. The use of assessment information to inform planning is satisfactory. In some cases planning for higher attainers is inadequate. School based assessments (SBATs) are used throughout the school and are beginning to be developed further in the foundation subjects. The good practice established for English and mathematics needs to be further extended to include the foundation subjects.
48. All pupils have assessment books containing assessed work for English, mathematics and science. These show evidence of progression of skills and provide a high quality reference for assessing the level at which pupils' work. The pupils take a pride in their assessment books and strive to achieve higher levels. The assessment co-ordinator is committed to raising standards through assessment and offers good support to her colleagues.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has good links with its parents, who are being encouraged to play a full part in the education of their children, both in school and at home. A very high proportion of parents returning the questionnaire (93 per cent) said that they felt comfortable approaching the school with questions or problems. The recently devised school development plan for 2002-03 indicates that improving parental links is to be given a high priority. Action taken so far suggests that this is happening and that the school's links with its parents are on an improving trend.
50. The school encourages parents to become involved in the learning process in school. Volunteer parents give up substantial amounts of time to help supervise various activities. They have made it possible for pupils to continue with swimming lessons, both in and out of school time. Parent volunteers also help with hearing readers and with lessons such as PE, and were observed in one lesson helping pupils with position finding on the playground. The 'café time' introduced for Foundation Stage and Year 1 children takes place because dedicated parents (and grandparents!) prepare the daily fruit and drinks. This very valuable activity allows younger pupils to communicate and socialise in a managed environment. Other parents have recently organised cycling

proficiency training for pupils. This high level of support from parents for the school helps to underpin the good attitudes to learning possessed by pupils.

51. The school has recently started to involve parents in policy making by consulting them on important decisions. There are plans to consult on the improvement of pupils' annual reports. Although these are comprehensive and informative on curriculum programmes, they do not always contain specific targets for future progress and performance. The school prospectus and governors' Annual Report to parents contains all the required statutory information but at present is not easy to absorb; the school is aware of this and is looking at ways of improving the style and format. Parents are provided with a number of informative newsletters each term, and a recently introduced 'Compton Highlights' booklet has been successful in communicating with parents about important events during the school year. The headteacher now intends to increase the issues of this publication to three a year. The school has also purchased two notice boards, which are located at the school entrance, and will be used to display current and future activities and important calendar dates, as well as celebrating pupils' work and achievements. The headteacher is providing a calendar of school events well into the future to allow parents to plan ahead.
52. Home-school books provide a valuable link between parents and teachers. A number of parents voiced concern both at the parents' meeting and in the questionnaire regarding the usefulness of homework. Inspection findings agree with parents that homework is inconsistent across class groups and across the school and the headteacher has already started to take action to review the homework policy. The school has decided to offer maths evenings for parents to enable them to understand better the National Numeracy Strategy, which will enable them to assist their children with maths work at home.
53. The recently formed School Association is very active in arranging social and fundraising events throughout the year, and the summer fair was a great success in raising over £1300 towards school funds as well as providing a great deal of enjoyment for all concerned. The help provided by the Association is much appreciated by the school.
54. Parents are well informed regarding the work and progress of pupils with special educational needs, and good systems are in place to involve them in constructing and reviewing their children's individual education plans. Many parents play a very active role in the progress made by their children. The recently introduced 'Parents and Children Together' sessions provide intensive 'in school' help for pupils with specific learning difficulties, allowing parents to share the learning process with their children. The pilot schemes have been a great success with pupils making significant progress and compares favourably with the findings of the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school provides very good leadership and management. All staff with management responsibilities work together well as a team to monitor and manage the school's provision effectively. The school has a clear educational direction focused on raising standards, guided by the very strong leadership of the headteacher. Particular strengths include the evaluation of its performance and taking appropriate action. The use of the school's financial resources to support identified educational priorities is good. The headteacher provides informed, focused leadership, he is clear about what needs to be done to raise standards and he successfully shares his vision with staff and governors.

56. The school has made very good progress since the time of the last inspection in the management of provision for pupils with special educational needs. This was unsatisfactory with insufficient planning to ensure that set targets in pupils' individual education plans were addressed in lessons. The school is committed to equality of opportunity, pupils are valued and respected and the school actively promotes inclusion by responding very well to the individual needs of its pupils. The management of provision for pupils with special educational needs is now very good, a strength of the school.
57. The School Management Team reflects on the school's aims and account is taken of the views of all members of staff in a rigorous annual school self-review. There is a common purpose to put pupils and their achievements first. A culture of openness enables teachers to feel that they can share ideas and discuss their performances in productive team meetings. Strategic managers, including those for the National Literacy and Numeracy Strategies, monitor the progress of pupils in relation to set targets and take action where needed. Teaching and learning are monitored and financial support is provided for lesson observations and time for co-ordinators to complete action plans. This has resulted in improvements in the teaching of basic skills, which is good throughout the school.
58. Subject co-ordinators are very successful and are committed to improving standards in their subjects. They support teaching efficiently although more could be done to share the exemplary practice that is evident in some lessons. They analyse pupil performance to look for areas for possible improvements. For example, following detailed analysis of pupils' performance in mathematics, the subject co-ordinator has developed a very practical guide to support the teaching of written calculations. This is used to very good effect and is helping teachers to develop their teaching of numeracy skills. Monitoring of teaching, pupils' progress and the curriculum are very well developed and all subject co-ordinators are aware of the requirements for the provision of their subjects.
59. The governing body fulfils its statutory duties effectively. The governors have valuable experience in management and finance, offering strong support to the school and governors are keen to be involved with their link classes. They have a good knowledge of the school's strengths and weaknesses and the annual report to parents is informative and meets statutory requirements.
60. The finance committee monitors the school's budget closely and procedures for day-to-day financial control are good. Specific grants are used for their intended purposes and the governors ensure that the principles of best value are applied. For example, the governors carefully monitored the development of the new library area and ensured good value for money due to a successful approach to tendering. The governors maintain a detailed financial plan that looks ahead three years. This enables them to consider long term funding proposals.
61. The school's administrative staff provide very good support to the headteacher and staff. They provide a welcoming atmosphere for parents and visitors and they have efficient procedures for organising and storing information securely. Information technology plays a vital role in managing pupil information and is used for general administrative tasks.
62. The school provides good teaching and good curricular opportunities. As a result, pupils achieve well and standards are rising. Taking account of the attainment of pupils on entry and the general social and financial factors, the school provides good value for money.

63. Staff successfully support and challenge each other and good use is made of staff meetings for training activities. Teachers are enthusiastic about their work, they are willing to take on new ideas and they provide very good role models for the pupils. There is a good balance of expertise covering most areas of the curriculum. Support staff are valued as vital members of the team and there are good training opportunities available to them. Teaching assistants play a vital role in raising standards in literacy and numeracy and they are encouraged to use their creativity and ingenuity in their work. Arrangements for the induction of new staff and newly qualified teachers are very good. The staff mentor keeps detailed records of training activities and lesson observations. New members of staff are encouraged to play a full part in the development of policies and procedures. For example, two newly qualified teachers were asked to play a major role in writing the new draft policy for newly qualified teachers.
64. Performance Management is fully in place and is used successfully to link staff performance to educational priorities. A strong feature is that objectives set for individual teachers reflect a shared responsibility for achieving success.
65. The school's accommodation is adequate for teaching the curriculum. An analysis completed by the City of Plymouth in April 2002, suggests that the school is over subscribed for its accommodation. The school makes very good use of its available space. The high quality of displays throughout the school greatly enhances the learning environment and the new library provides a bright, spacious area. Improvements to the swimming pool have led to it becoming a very useful additional resource during the warmer months and parents have trained as lifeguards to ensure that it is safe when used. The computer suite is well equipped but becomes cramped and very warm when used by a whole class. The school has prioritised the installation of an improved ventilation system. The building is well maintained and the school and its surroundings are kept clean and tidy.
66. Overall, the range and quality of learning resources are very good. Resources are very well organised and accessible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to raise pupils' standards further, the school should:
1. Continue to review curriculum planning to ensure that it consistently provides sufficient challenge for higher attainers and meets the needs of all pupils. (paragraphs: 15, 22, 27 and 47)
 2. Identify, promote and share the very good practice within the school so that lessons take into account pupils' different styles of learning. (paragraphs: 22, 58, 85, 89 and 105)

Both these issues already feature on the School's Development Plan.

In addition the school may wish to take account of minor issues raised in this report when drafting its action plan.

- The consistency with which homework is applied across the school (paragraphs: 25 and 52 already identified in the school's development plan)
- The use made of the library (paragraph: 84 already identified in the school's development plan)
- Improving the guidance given to pupils, particularly in Years 3 to 6 when choosing their reading books. (paragraph: 87)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	9	21	20	0	0	0
Percentage	7.4	16.7	38.9	37	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	321
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	57

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	4.7

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	28	23	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	25	26
	Girls	23	21	23
	Total	49	46	49
Percentage of pupils at NC level 2 or above	School	96 (92)	90 (83)	96 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	27
	Girls	23	22	21
	Total	50	50	48
Percentage of pupils at NC level 2 or above	School	98 (92)	98 (96)	94 (98)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	21	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	29	30
	Girls	19	20	21
	Total	45	49	51
Percentage of pupils at NC level 4 or above	School	87 (88)	94 (84)	98 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	28
	Girls	19	19	20
	Total	45	47	48
Percentage of pupils at NC level 4 or above	School	88 (88)	96 (86)	98 (86)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	263	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	2	0	0
Any other ethnic group	9	0	0
No ethnic group recorded	19	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	23
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	192.25

Financial information

Financial year	2001 – 2002
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	£
Total income	704,069
Total expenditure	728,837
Expenditure per pupil	2,106
Balance brought forward from previous year	93,382
Balance carried forward to next year	55,520

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	321
Number of questionnaires returned	191

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	35	2	0	0
My child is making good progress in school.	45	46	6	0	3
Behaviour in the school is good.	55	43	0	0	2
My child gets the right amount of work to do at home.	26	43	20	6	4
The teaching is good.	56	40	2	0	3
I am kept well informed about how my child is getting on.	31	48	15	4	1
I would feel comfortable about approaching the school with questions or a problem.	68	27	5	1	1
The school expects my child to work hard and achieve his or her best.	57	39	3	1	1
The school works closely with parents.	40	45	12	2	2
The school is well led and managed.	62	34	2	0	2
The school is helping my child become mature and responsible.	56	38	2	1	4
The school provides an interesting range of activities outside lessons.	24	34	23	8	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Provision for children in the Foundation Stage is of a very high quality. Improvement has been very good since the last inspection. The Foundation Stage co-ordinator provides strong leadership and has a clear vision for developing the provision further.
69. Children are admitted into the reception classes in September or January according to their birth date. Children are assessed when they are admitted to find out what they can do. The results of these assessments show a range of attainment, which varies from year to year, but overall it is average. Children's development in speaking and listening, personal, social and emotional development, physical development and aspects of knowledge and understanding of the world is often good. Their development in reading, writing and mathematics shows more variation and is often below the level expected. The reception classes provide a bright, stimulating caring environment in which children learn very well. All children, including those with special educational needs, make very good progress in all areas of learning. By the end of their reception year most children are likely to achieve the nationally expected levels in all areas of learning, and a significant minority of children exceed them. Children are well prepared for their move into Year 1.
70. The quality of curriculum planning for children in the Foundation Stage was a key issue for the school at the time of the last inspection. Very good progress has been made, and teachers' planning now comprehensively covers all six areas of learning of the Foundation Stage. Teaching in all areas of learning is very good, with excellent features. Teachers and teaching assistants have a very good understanding of the Foundation Stage curriculum and how young children learn. The thoroughly planned and carefully organised activities ensure that all children are able to engage fully in purposeful play, which results in very good learning. The range of learning opportunities and the support children receive from teachers and teaching assistants, ensures that children who learn in different ways and those with special educational needs all make very good progress. Teachers are very competent in the teaching of phonics and other basic skills. They make very good use of the initial assessments made when children start school, and regular ongoing assessment, including observations clearly identify what children can and cannot do. All areas of learning receive sufficient emphasis because the learning objectives are identified and activities frequently address more than one area. Children are expected to behave well, act responsibly and work hard. All adults act as very good role models and work very well together as a team. Sessions move at a good pace and are very well organised. All adults are skilled at using open-ended questioning to guide children's thinking and help them develop a positive attitude to learning. Children are actively encouraged to take responsibility; for example, when putting away resources, and serving each other during 'Café Time'. Overall, resources are plentiful, of good quality and used very well.
71. Children enjoy school. They are keen learners and respond very well to the activities planned by their teachers. Children become fully involved, they are enthusiastic and work very hard.
72. Before starting school most children attend pre-school groups, with the majority of children having attended the pre-school located within the school grounds. Teachers have very good relationships with these groups and the well-organised induction programme ensures that children settle into school life quickly. Parents are provided with good information about the school day and the activities in which their children will

be engaged. Parents support their children's learning in a variety of ways including sharing books at home and providing objects to support topics. Parents receive informative reports, which indicate clearly what their children have achieved.

Personal, social and emotional development

73. Many children start school with well-developed skills in this area of learning. The organisation of daily activities provides children with many opportunities to further develop their skills through working in small and large groups. They quickly learn to co-operate and consider the needs of others. When playing games they take turns and share, showing a good understanding of the need for rules and a sense of fair play. Relationships with each other and adults are very good, and disputes are rare. In a range of situations children initiate conversations and negotiate. For example, in their imaginary role-play in the 'Beach Café', children discuss who will take on the role of the café owner and customers. Children concentrate for extended periods of time because they are well supported by adults and the planned activities are very well matched to their learning needs. Children's self-help and social skills develop well. During 'Café Time' children learn the importance of good manners and how to interact in a socially acceptable way. Children work independently, behave responsibly and handle resources with care. They seek the help of adults when necessary, confident in the knowledge that they will be well supported.

Communication, language and literacy

74. When they start school many children have good speaking and listening skills. Their attainment in other aspects of this area of learning are less well developed. In particular, they have limited knowledge and understanding of reading and letter sounds, writing and handwriting. The provision of stimulating learning opportunities and structured schemes ensures that all children achieve well. By the end of their reception year most children are likely to reach the expected levels, and some will exceed them. The development of children's speaking and listening skills are strongly promoted through all activities. The daily 'Café Time' fully supports learning in this area as children learn to communicate well with each other and adults. Children learn about letters and the sounds they make. Many opportunities are provided for them to handle and explore fiction books, however, the range of non-fiction books available to them is not extensive. Children understand that print conveys meaning and that the title of the book is printed on the front cover. The organisation of the classroom, including the clear labelling of resources and displays, supports children's learning in this area and they make very good progress in learning to read. Children enjoy and listen attentively to stories. Overall, adults provide an effective level of support to increase children's speaking and listening skills. When adults become directly involved in activities such as role-play children make very good progress. Children become good communicators and use increasingly complex vocabulary appropriately. Many opportunities are organised to help children develop their writing skills. They are well supported by adults who help them to write individual letters correctly and spell simple, frequently used words. Children have the opportunity to practise the skills they have learned in the role-play areas and the well-equipped writing corner.

Mathematical development

75. On entry to the reception class, children's attainment in this area is variable. Some children are unable to recognise numbers and count. The very comprehensive provision ensures that children achieve well, and most are likely to reach the expected goals by the end of their reception year. A rich variety of activities provide opportunities for focused learning of skills, solving problems and independent exploration. Children learn to count when playing skittles in the outdoor play area and, through the singing of

songs and rhymes, they learn about addition and subtraction. Interactive displays encourage children to count accurately and recognise numbers. They learn the names of simple two-dimensional shapes through practical activities. Adults are very skilled at helping children learn the vocabulary of mathematics and frequently pursue opportunities throughout the day in a range of situations. For example, children learn to count and use positional language correctly when working outside on large play equipment.

Knowledge and understanding of the world

76. Provision in this area of learning is very good and effectively promotes learning through interaction, exploration and problem solving. Most children are likely to reach the expected goals in all aspects, by the end of their reception year and many will exceed them. Many children have a good general knowledge of the world around them and well-developed skills in the use of ICT. Activities are well matched to children's individual learning needs which ensures they all make good progress overall and frequently achieve very well in lessons. Children investigate the similarities and differences between natural and man-made objects using magnifying lenses. They learn what plants need to grow and care for them in the outdoor play area. They select from a range of collage materials when making paper plate faces, giving reasons for their choices. Children evaluate their work through discussion. They confidently use everyday technology and can operate listening centres. They also show particularly well-developed skills when using computers. The good range of manufactured construction kits ensures that children have ample opportunity to use their imagination when building, and exploring the different ways objects can be joined. Children have a well-developed sense of community. Good use is made of assemblies to support children's knowledge and understanding of the natural and man-made world around them, and the people who live in it.

Physical development

77. Children's attainment in this area is very good and most are likely to exceed the expected goals by the end of their reception year. The practical emphasis placed on all planned activities fully supports their learning, by providing many opportunities for children to practise and build on skills they have already learned. When working in the outdoor play area children develop their co-ordination and balance skills. They climb, hop and run with confidence. When controlling large wheeled toys they show a good awareness of space and each other. Good resources ensure that children have many opportunities to develop their control over objects. They build with small equipment, and handle paintbrushes and pencils with increasing skill. Teachers' planning ensures that the secure, safe, outdoor play area is used well to promote children's learning in this, and all other areas of learning.

Creative development

78. Children achieve well in this area of learning because the planned activities allow them to communicate their feelings and use their imagination. Adults are skilled at using open-ended questions to encourage children to talk about what they can see, feel and think. Children work co-operatively in their role-play and when using model figures such as farm yard animals. For example, they negotiate with each other, and use their imagination well to develop and enact a story when playing with a 'space station'. They confidently take on the roles of motorists, a police officer, and crossing patrol person when learning about the rules of the road, and how they can stay safe when near a road. Children enjoy singing many songs and rhymes from memory. They are provided with a wide range of media through which they express their ideas and learn to work in flat and solid shapes.

ENGLISH

79. The results of the 2001 National Curriculum tests for pupils aged seven were well above the national average for reading and above the national average for writing. When compared to similar schools they were above average for reading and average for writing. Trends over the past four years show a gradual rise in standards overall, despite a dip in 2000. School data indicates that this improvement has been maintained in 2002. A greater proportion of pupils have attained the higher levels in writing, and more pupils are succeeding at spelling. The school's focus on writing and spelling has had a positive, measurable effect on the standards attained by pupils. There is no significant difference between the achievements of boys and girls.
80. Standards attained by pupils aged 11 in the 2001 National Curriculum tests were well above the national average, and average when compared to similar schools. Standards have been consistently above the national average for English for the past five years, and have mirrored the nationally improving trend. School data indicates that standards have fallen in 2002. Analysis of the comprehensive assessment data confirms that this apparent dip in standards is cohort related and reflects, in particular, the higher proportion of pupils with special educational needs than in previous years. Whilst there is some difference in attainment between boys and girls, both groups have improved at a similar rate over the past three years, and consistently attained higher standards than boys and girls nationally.
81. Inspection findings confirm that standards for pupils in Years 1 and 2 are above average in speaking and listening, reading and writing. These standards are being attained as a result of the focus on improving opportunities for speaking and listening, developing writing skills and the structured teaching of spelling. As yet these improvements have not impacted on the standards in Years 3 to 6, which are average overall. However, the high quality of teaching observed during the inspection in these year groups suggests that standards are already improving, as pupils' achievement in lessons is often good. Throughout the school, pupils identified as having special educational needs make very good progress in relation to their prior attainment because they are very well supported in lessons. Pupils with English as an additional language make satisfactory progress overall. There is no significant difference in the achievement of pupils from different backgrounds.
82. When pupils enter the school there is an identifiable range in their speaking and listening abilities. Overall, standards in these aspects at the end of Year 2 and Year 6 are good because throughout the school, teachers plan opportunities within lessons to support the development of speaking and listening skills. These activities include role-play, question and answer challenges and reporting back sessions. In the most successful lessons, teachers plan opportunities for discussion and reporting. However, these are not always fully pursued and opportunities are sometimes missed. This was particularly evident in mathematics lessons where pupils were not given sufficient opportunity to explain mental strategies for problem solving. Where time is managed well teachers extend pupils' vocabulary and give them ample opportunity to express themselves clearly in a range of situations. Pupils become increasingly aware of the needs of the listener when speaking, and listen attentively when others are talking. By the end of Year 6 pupils speak confidently in small and large groups. They speak in well-constructed complete sentences and use an increasingly complex and subject specific vocabulary. Pupils use their skills in a range of situations and, where opportunities are fully pursued, pupils achieve well. For example, in a Years 5 and 6 lesson where time was managed successfully pupils were able to enact a scene from 'The Lion, the Witch and the Wardrobe' to support their understanding of tenses in spoken and written English.

83. Overall, pupils' standards in reading are good at the end of Year 2 and average at the end of Year 6. This is because the improvements taking place in the school, particularly in speaking and listening, have not, as yet, had enough time to prove effective for pupils in Year 6. Pupils read regularly in school. However, there is insufficient guidance given to pupils, particularly in Years 3 to 6, when choosing their reading books. A significant minority of pupils choose to read books that are either too easy or too difficult. This inappropriate match of reading material results in pupils not making as much progress as they could. Pupils with special educational needs are provided with very good support and make very good progress in relation to their prior attainment. Pupils enjoy reading a range of fiction and non-fiction texts, and a few are able to talk about favourite authors. They confidently read out loud in lessons although opportunities to help pupils develop the skills required to fully engage the listener are sometimes missed.
84. By the end of Year 6 most pupils have a secure knowledge of phonics and use a range of reading strategies as a result of focused teaching. Pupils enjoy paired reading sessions. These sessions make a significant contribution to pupils' spiritual, social and moral development. Most pupils read regularly at home to their parents or other members of their family. However, pupils in Years 5 and 6 receive notably less support at home than younger pupils. Many pupils belong to local libraries and visit them regularly. The recently refurbished school library is attractive and well stocked with fiction and non-fiction books. Pupils in their reception year and Years 1 and 2 visit the library regularly and are becoming familiar with how it is organised. However, this important learning resource is not yet used sufficiently by pupils in Years 3 to 6. Very few pupils in these year groups have the necessary skills, such as knowledge of the book classification system, to enable them to locate information to support their learning. The school has correctly identified the need to address this issue.
85. Developing pupils' writing skills has been a focus for the school. Standards of writing by the end of Year 2 are good. Standards at the end of Year 6 are average overall. Pupils in Years 1 and 2 achieve well as a result of the well-targeted support they receive. Evidence gathered from looking at pupils' past work indicates that in Years 3 to 6 pupils' achievement is satisfactory overall. However, evidence from the lessons seen shows that achievement in these year groups is now good, overall. Pupils achieve well in lessons that move at a brisk pace and when the activities planned for pupils of differing ability are sufficiently supportive yet challenging. This practice is not consistent throughout the school. Pupils who learn in different ways achieve very well when teachers accommodate their needs through the use of a range of teaching methods. Throughout the school pupils form letters correctly, develop a joined, fluent script, and spell common words accurately. There is a uniform approach to presentation and work in exercise books is neat, tidy and well ordered. Draft books are used in Years 3 to 6, and pupils are increasingly able to improve their work in a logical and systematic way. The attention given to the basic skills of handwriting, spelling, punctuation and drafting contributes significantly to the raising of standards because pupils are able to organise their thinking and communicate ideas successfully.
86. The skills developed in literacy lessons enable pupils to understand different styles and functions of writing, and methods of presentation such as narrating and reporting. This is supported well through the work carried out in other subjects such as science, history, art, ICT and geography. Reports, letters, instructions and diagrams regularly occur in exercise books or displays. During a Year 1 lesson pupils recognised labels for different parts of the body, and successfully wrote their own labels. As part of their history study of World War II, pupils in Years 3 and 4 write letters home as they take on the role of child evacuees. In Years 5 and 6 pupils write poetry to describe the sensation of movement experienced through different sports.

87. Pupils' attitudes to all aspects of English are good and they behave very well in lessons. They persevere with tasks and produce work of a good standard in terms of quality and quantity. Pupils take pride in their work and appreciate the efforts of their classmates. In the very best lessons, when pupils are asked to work together they demonstrate high standards of co-operation, are very productive and learn a lot from each other. Opportunities for pupils to work in this way are sometimes missed, or cut short when the time element of lessons is not managed efficiently.
88. The introduction of the National Literacy Strategy has helped teachers to identify and focus on the specific steps of learning necessary for pupils to develop their skills and understanding, in all aspects of English. Teachers know exactly what they want the pupils to learn and share these objectives with their classes. Targets are set for all pupils, to show what they must do to improve. These strategies have been effective in improving the quality of teaching and pupils' learning. ICT is also used well to support literacy lessons.
89. The overall quality of teaching is good throughout the school, with some very good features. This generally high quality of teaching has a direct impact on pupils' learning. In the best lessons pupils are clear about what they are going to learn, teachers' expectations are high but realistic, each part of the lesson is kept to time, plenary sessions are used well, and teachers use a variety of teaching methods. In some lessons the teachers' and pupils' enthusiasm is infectious, there is obvious enjoyment and learning is very good. In some lessons the challenge for higher attaining pupils is not high enough and these pupils do not make as much progress as they could. Teachers use skilful questioning techniques during lessons to assess pupils' level of knowledge and understanding of past and current learning. Teachers' marking and oral feedback to pupils are used well to enable pupils to know what they have done well and what they need to improve. Teaching assistants are very skilled and make a good contribution to pupils' learning in lessons.
90. The English co-ordinator provides very strong leadership and management of the subject and is clear about what needs to be done to continue to improve standards. She monitors planning, teaching and pupils' work. This work, together with the analysis of test results provides her with the information she needs to provide productive support for teachers. The quality and quantity of resources are very good, and are used well to support pupils' learning.

MATHEMATICS

91. In 2001 the standards achieved in the national tests for seven-year-olds were well above those nationally and above those for similar schools. The percentage of pupils achieving higher results was above both the national average and the results of similar schools, higher attaining pupils achieving standards above national expectations and above those in similar schools. Standards achieved for seven-year-olds in 2002 indicate that the number of pupils gaining higher than expected levels has increased, although at the time of the report there is no comparative national data. Standards for 11-year-olds in 2001 were above national averages and in line with similar schools. Results of the 2002 standard national tests for 11-year-old pupils show a decline in performance. The school's thorough and well documented analysis and very well presented systems of tracking progress show this decline to be cohort related and not due to a general fall in standards. Inspection findings show this to be the case with overall standards being good and in some cases well above the national average. Both lower and higher attaining pupils achieve well, including those with special educational needs. Standards in mathematics have been rising in recent years at a rate higher than those nationally and girls and boys have achieved similar levels.

92. At the time of the last inspection in December 1997, standards were in line with the national expectations for seven and 11 year old pupils. There was little evidence of the pupils' knowledge and skills in mathematics being used systematically to solve real life problems or in other subjects. Current inspection evidence indicates that standards overall have improved and that planned activities to introduce life problems have been introduced to the scheme of work for each year group. There is evidence of pupils using their numeracy skills in other subjects, for example, in design and technology where Years 5 and 6 pupils use their knowledge of shape to help them decide how to construct strong shelters. In physical education, pupils use their knowledge of angles and bearings to help them follow an orienteering trail.
93. By the age of seven, most pupils can count to 100, recognize sequences of numbers and confidently identify odd and even numbers. Year 1 pupils can count accurately to ten and can identify missing numbers. They can add numbers to make ten and can add one more to a two-digit number. In Year 2, almost all pupils have a good understanding of addition and subtraction and have a good recall of multiplication facts relating to two, five and ten. Year 2 pupils count on and backwards in tens and higher attaining pupils can use mental strategies to solve number problems involving money, such as the cost of two articles. Most can use a ruler to measure the length of objects, identify two and three-dimensional shapes and understand reflective symmetry.
94. The challenging and stimulating mental warm up activities lead to pupils developing a good range of efficient strategies for calculating mentally. Pupils generally display a good command of oral skills and are able to use correct mathematical vocabulary. Year 3 pupils add and subtract numbers with two digits mentally and have good estimation skills, being able to gauge the length of a room or the width of a desk. Year 4 pupils are able to classify two-dimensional shapes using mathematical properties and find perimeters of simple shapes. By the end of Year 4 most pupils are secure in their knowledge of multiplication and division facts up to times five and including times ten tables. They can partition numbers successfully when adding. Year 5 pupils can successfully manipulate 3-digit numbers, rounding to the nearest ten and 100 and confidently suggest equivalent fractions. Year 6 pupils can find perimeters of simple and complex shapes; use simple fractions and percentages; and use collected data to produce frequency graphs. More able pupils are able to find areas of triangles; solve problems involving simple fractions and percentages; and use mental strategies to calculate missing numbers in number sentences involving decimals. For example, pupils can suggest that the knowledge that $6 \times 4 = 24$ can lead to an understanding of $40 \times 6 = 240$, $240 \div 4 = 60$, $0.4 \times 6 = 2.4$ and $0.04 \times 0.6 = 0.024$. This represents mental skills well above expectations.
95. There are some examples of the use of information and communication technology to support pupils' learning in mathematics. By 11 all pupils can use calculators to check calculations. Some classroom computers are used to support numeracy, as in Year 2 where pupils use a number game to help reinforce number bonds to 10. In the computer suite Year 2 pupils use a painting programme to draw shapes, which they then divide into halves. Years 3 and 4 pupils produce spreadsheets and graphs based on pupil questionnaires about 'favourite puddings'. There are also good examples of world climate graphs produced on Microsoft Excel.
96. Pupils are able to apply their numeracy skills in a range of subjects across the curriculum, for example, in displaying data from scientific experiments and measuring and shaping materials in design and technology. Pupils enjoy mathematics, showing good levels of interest and concentration. They work well together, display good listening skills and can work independently when required. They are taught how to use resources with care and they are able to work independently during practical activities. Year 1 and 2 pupils are able to organise themselves well and use playing cards, dice

and other equipment carefully and productively. Year 2 'table leaders' are responsible for organising equipment and collecting finished work and they do this very well.

97. The overall quality of teaching and learning is good throughout the school, ranging from satisfactory to very good. Teachers have good subject knowledge and they plan lessons carefully, guided by clear objectives that are shared with pupils. Good teaching is in evidence when lessons have suitable provision for pupils with different abilities and the targets for each lesson are displayed with regular reference made to them during the lessons. This helps to focus the group and help them to measure progress during the lesson. Teachers use helpful strategies to teach mental calculations and pupils enjoy the lively start to lessons. In very good lessons, teachers give precise, clear instructions and check that the pupils understand what they have to do before starting independent work. For example, Year 2 pupils are asked to show their responses on whiteboards so that the teacher is confident that they are all ready to start their group activities. Teaching is less successful when pupils move into their group or independent work unsure of the task or their ability to be successful. Teachers manage their pupils well and demand and achieve high standards of behaviour. Generally teachers use their day-to-day assessments to inform their planning and teaching so that they can support the development of pupils at different stages of learning, however, teachers sometimes set tasks that are not appropriate for their groups. Teaching assistants are very productive in their work with lower attaining pupils and those with special educational needs. Resources are used to good effect and the pupils use equipment carefully and share well. Teachers give praise and constructive comment in their marking and reward good examples of progress.
98. The best lessons allow sufficient time in the plenary to involve pupils fully in judging how successfully they have, or have not, achieved the learning objectives. The closing moments of lessons are used efficiently to reinforce the targets and suggest what the next step might be. Some teachers use this time to set a challenging task, for example, when Year 6 pupils investigating number sentences involving two-digit decimal numbers are asked by the teacher in the closing sequence to reinforce this and then are given a three-digit decimal problem, which they are able to solve after some debate. On some occasions, however, teachers do not devote time to allow pupils to share their views and ideas with each other before sharing them with the group as a whole. Homework is generally appropriate and extends lessons well.
99. Teachers also provide a clear moral code as a basis for behaviour and this is referred to at regular intervals. Pupils are encouraged to work co-operatively and given opportunities to develop their personal qualities, such as independence, self-respect and thoughtfulness.
100. The mathematics co-ordinator provides very good leadership and support for other teachers. She has a clear vision for the development of the subject and has developed a good scheme of work based on the teaching of numeracy skills. There have been improvements in the monitoring and assessment of teaching and learning since the last inspection and the co-ordinator uses advanced tracking skills in her assessments of pupil progress and when looking for strengths and weaknesses. She uses prompt and appropriate action when the analysis throws up areas for improvement. For example, when improvements could be made to the teaching of written calculation skills, she produced a very detailed guide for staff giving step-by-step guidance in a whole school policy. Pupils are assessed regularly and teachers meet in their year groups to discuss progress. The co-ordinator monitors samples of work and compares these with the teachers' planning. She highlights areas that require more coverage. Teachers have been trained well and this has had a positive effect on the mental and oral element of lessons.

SCIENCE

101. By the end of Key Stage 2 in 2001, pupils achieved standards above the national averages and their results were in line with those of similar schools. This showed a considerable improvement on the previous year's results, which were below average. The Key Stage 1 results for 2001 were close to the national average with higher attaining pupils performing well above the national average. Results are similar for 2002. There is, however, a need for improvement in the standards achieved in the physical processes aspect of the Key Stage 1 curriculum where results in 2001 were well below average.
102. The 2002 results for Key Stage 2 indicate that less pupils have achieved the expected level. An analysis of all available information suggests that these lower results for 2002 were related to the number of pupils with special educational needs. At the time of the inspection there is no national data available for comparisons to be made, but standards seen during the inspection at the end of both Key Stages 1 and 2 are in line with national expectations and pupils are making satisfactory progress. This represents a similar picture to that seen during the previous inspection. Pupils with special educational needs are very well supported and achieve very well. Those with English as an additional language make satisfactory progress.
103. Standards at the end of Year 6 are satisfactory where pupils use data logging sensors to measure light and sound and produce graphs using computer generated spreadsheets to record pulse rates. They can describe and draw the components for electrical circuits successfully. Work in Years 3 and 4 includes activities for measuring temperature using sensors and pupils can explain the effect of gravity on springs. Pupils can, with help, conduct tests to explain why and how one material is better than another for constructing an umbrella. They use an investigation sheet to help them prepare their investigation. However, throughout the school, pupils' books indicate that there is insufficient development for some pupils who have higher attainment and challenge is lacking for those who have already acquired previous knowledge.
104. In Years 1 and 2 pupils are able to describe the life cycles of butterflies and they can group materials according to their characteristics. Strong links are made between subjects as when Year 1 pupils produce an interesting book about light sources, which becomes a well-read non-fiction text for the class. It includes photographs, pictures and text that explain where light comes from.
105. Throughout the school science teaching is at least satisfactory with some lessons having good and excellent features. The best lessons ensure that the teacher uses a variety of techniques to draw pupils' enthusiasm and interest to the fore. In the mixed Years 5 and 6 classes the most productive and challenging lesson enabled pupils to research and prepare informative presentations to answer questions they have raised about the 'Earth and Beyond'. They found out why and how eclipses happen. They also looked at the effect of the earth's movement on daytime and nighttime at the north and south poles. During their enquiries they co-operated very well especially when describing how the length of shadows change according to earth's position in relation to the sun.
106. In Years 3 and 4 pupils successfully compare and contrast the skeletons of humans and other animals using teacher prepared acetate sheets. Pupils work in groups to sort and order these in order to rebuild the 'x-ray' images of skeletons, which they then describe to their classmates. In Year 1 pupils are able to name and label parts of the human body and they consider and describe how humans change as they grow older. In Year 2 pupils respond to the teacher's skilful questioning to describe their ideas

about how plants grow. By the end of the lesson they can talk knowledgeably about seed dispersal.

107. Teachers use a variety of high quality resources such as large print, non-fiction books, photographs and wall displays to stimulate and enhance pupils' learning. ICT is used well to support science investigations but opportunities to develop science skills are missed when tasks are over directed by the teacher and the activities are the same for all the pupils in the class, whatever their ability. The school lacks a consistent and progressive system for teaching science skills and this has been recognised by the co-ordinator as an area for development.
108. The co-ordinator is very enthusiastic. She has undertaken a considerable amount of in-service training to support her newly acquired role and provides good leadership of the subject. Her analysis of the way forward for science is perceptive. She is well aware of the strengths and weaknesses of the subject and the action plan acknowledges these areas, particularly the need to challenge higher attainers. Science is very well resourced both in terms of quality and quantity. Equipment is easily accessible.

ART AND DESIGN

109. On the basis of lessons observed, scrutiny of displays, evidence from the school's portfolio and discussions with teachers and pupils, standards in art and design for pupils aged seven and 11 are above those expected nationally. This represents good improvement since the last inspection. Standards in drawing and some aspects of design work are well above those expected. All pupils, including those in mixed age classes, those with English as an additional language and those with special educational needs, make good progress because lessons are carefully planned and pupils are well supported. Art and design makes a good contribution to pupils' spiritual, moral, social and cultural development, and also their speaking and listening skills.
110. The scheme of work ensures that pupils experience a very broad and balanced range of activities that compliment and enrich their work in other areas of the curriculum. Assessment opportunities are identified in the work planned by teachers. Sketchbooks are used throughout the school to explore the properties of drawing media, working with colour, for experimenting with and refining design ideas.
111. The teaching of art is good overall with some very good features. Lessons are well planned with clear intentions that build on what pupils already know and can do. All pupils have equal access to the subject and their individual needs are addressed within lessons. Teachers assess pupils' work within lessons and through the use of school assessment procedures each term. The results of these assessments are used to inform the planning of future lessons, to identify pupils needing additional support and those pupils with a particular talent in this curriculum area. However, these assessments are not yet sufficiently developed to provide teachers with clear information on the progress made by pupils in different aspects of the subject. Links to other areas of the curriculum are extensive and clearly identified in teachers' planning. These links make a significant contribution to pupils' learning. For example, pupils in Years 5 and 6 make three-dimensional masks of characters from Greek Myths to support their study of the Ancient Greeks. Teachers make good use of work in different stages of completion in lessons to support their teaching and pupils' learning. The use of ICT is good. Visits and visiting artists are used to enhance learning opportunities for pupils, although the range of artists is not extensive. Pupils' work is valued and celebrated within lessons and through the very high quality displays in classrooms and around the school.

112. Pupils in Years 1 and 2 observe a wide range of natural materials and use a variety of media to explore form and texture. They investigate ways of combining different media to create different effects. Using photographs taken with digital cameras and a range of drawing media they create self-portraits in which good attention has been paid to shape and detail. In their design work, pupils confidently translate drawings and paintings of flowers into wall hangings made from fabric, with added detail sewn on using embroidery threads. They use natural materials to produce sculptures in the school grounds. Pupils' knowledge and understanding of art develops well through the study of the work of many famous artists and book illustrators. Their understanding of the different styles of the work is clearly demonstrated in the high quality of the work they produce. Pupils are encouraged to discuss how they might improve their work.
113. In Years 3 and 4, pupils continue to develop their skills of observational drawing, painting and working in three-dimensions. They explore warm and cold colours, and learn how combinations of colours affect the created mood. After studying the work of Andy Warhol, pupils confidently apply what they have learned when manipulating photographs of themselves using a computer program. They produce a variety of images, which demonstrate clearly their good understanding of the impact of colour combinations on the creation of different moods. Pupils develop a good sense of shape and proportion and, when working with pencils, they use their knowledge of shading techniques to add enhance their drawings. To support their studies on the skeleton in science, pupils study the work of sculptor Alberto Giacometti and produce pencil drawings and wire models that reflect his style. Sketchbooks are used effectively to work up designs to be used to create repeating and rotational patterns.
114. Pupils in Years 5 and 6 develop further their design skills using their knowledge of materials and properties to add interest to their work. They are skilled at completing quick sketches as a technique for generating and refining ideas. Through the innovative use of ICT pupils capture images of themselves 'in motion'. They use these images to make further studies in pen and ink, and paint and pastel. The quality of the finished pieces of work clearly demonstrate pupils' very well developed drawing skills, their ability to use to good effect a range of painting and drawing media, and their enthusiasm for art.
115. Pupils thoroughly enjoy their art activities. Overall, they behave well, work hard in lessons, and use what they have learned and their imagination to good effect. They are well supported by their teachers, teaching assistants and each other, and respond positively to suggestions as to how they might improve their work. At the end of lessons during 'Gallery Time' pupils appreciate and evaluate each other's work, and are keen to talk about what they have achieved. Through the study of the work of artists from around the world and different times in history, pupils learn to appreciate cultural diversity and beauty in many forms.
116. There is a positive approach to art across the school. The knowledgeable co-ordinator provides very strong leadership and supports teachers very well. She has ensured that improvements have been made since the last inspection, including the use of ICT and widening the range of artists' work used within teachers' planning. The school recognises that it could improve provision by developing assessment procedures, and expanding further the range of experts and visits to enhance pupils' learning. Whole school projects provide good opportunities for pupils to work together towards a common goal. Links to other areas of the curriculum and resources are very good and used well by teachers to support pupils' learning.

DESIGN AND TECHNOLOGY

117. During the inspection, it was only possible to observe two lessons with pupils in Years 5 and 6. Consequently, there is insufficient evidence on which to base a rounded judgement on teaching quality, especially for younger pupils up to the age of seven years. On the basis of a review of samples of pupils' past work, in workbooks and portfolios and in lessons, standards are well above average compared to those nationally for pupils up to seven years and above average for pupils up to 11 years. Overall, the high standards found in the last inspection have been maintained.
118. Pupils in Year 1 visited a local playground to study the construction of play equipment. They designed and made models of their own using Lego, straws, pipe cleaners and other materials. They can cut and join materials such as paper and card accurately and make very detailed models. They can also make use of a variety of materials to create Easter bonnets of a high quality. Year 1 pupils design and make cards with moving features, demonstrating an early understanding of pivots. Year 2 pupils use a range of joining techniques such as gluing and sewing of different textiles to design and make objects. Following a study of a luggage trolley, they are able to make their own trolley in a suitable size for their class teddy bear to use for carrying his luggage.
119. Year 3 and 4 pupils examine commercial products, disassemble them and consider appropriate materials to use when designing their own, drawing on their knowledge of the materials' properties. They are able to make boxes to hold their insects and creatures which have moving features, powered by pneumatic pressure, such as toads with inflatable tongues and dragonflies with moving wings. These activities allow the pupils to relate their ideas and designs to fitness for purpose. For example, Year 3 pupils considered ways of making a secure photograph frame stand. Pupils in Years 5 and 6 design and build shelters large enough for an adult and design, make, test and evaluate paper stools. Their written evaluations show that they understand that a product's quality is dependent on construction and suitability for its purpose. Overall, progress is good and pupils with special educational needs and pupils with English as a second language are developing well. Girls and boys progress at similar rates.
120. Pupils use skills learned in literacy and numeracy in their design and technology studies. Year 3 and 4 pupils use their measuring and estimation skills when making photograph frames. Pupils in Years 3, 4, 5 and 6 used their understanding of measurement to make puppets and used their speaking and listening skills to create short plays for their new characters.
121. Design and technology is used to enhance and support many subjects and this is a great strength. Year 3 and 4 pupils spent a whole day looking at how torches are constructed and then designed and made their own. It was decided to offer little help for this activity in order to see how well the pupils would cope with the task. The pupils were able to draw on their knowledge of materials well to explain how the circuit is completed within the torch and how features of the torch such as the shape of the lens, size of the torch and the material the casing is made from, make it fit for its purpose. Their own finished products were of a good quality and demonstrated good designing, cutting, joining and assembling skills. Pupils in Year 5 and 6 made musical wind instruments, such as panpipes, with detailed designs and full evaluations. Pupils use information and communication technology to produce evaluations of their work and design programs to produce patterns for packaging. Greater use could be made of the Internet for finding out about products or construction ideas.
122. Pupils enjoy design and technology and co-operate well within group activities. They readily share their ideas with others in their group. They are encouraged to think for themselves and to solve problems through projects that capture their imagination. The

teachers encourage pupils to relate their learning to a wider frame of reference, asking 'why' and 'how' and they provide a clear moral code as a basis for behaviour. The team activities provide positive social experiences and pupils learn to appreciate the views of others.

123. Teaching and learning in the two lessons observed were good. Teachers plan lessons carefully around clear objectives. They choose resources well to illustrate features of design in their introductory sessions with pupils. They use questioning skills successfully to challenge pupils to think and explain for themselves, for example, when showing a range of masks made from a variety of materials to enable pupils to develop their own ideas. Teachers include pupils of all abilities in each part of the lesson and adapt their questions to pupils' abilities well. Teachers have high expectations of pupils' behaviour and work clearly so that lessons are well ordered and purposeful. Teachers model the key skills needed for the set tasks and this enables pupils to proceed confidently. There is a good degree of expertise amongst the staff and a culture for sharing good ideas and skills.
124. The subject co-ordinator provides very good leadership. She monitors samples of pupils' finished products and is building a portfolio of representative work. She has produced a very detailed scheme of work and gives clear guidance to staff. The programmes of study are broad and well supported by excellent resources, which are very well organised and accessible. Success in the subject is celebrated in displays and portfolios of a very high quality.

GEOGRAPHY

125. Two lessons were seen in geography during the inspection, one in Key Stage 1 and one in Key Stage 2. Judgements are also supported by an analysis of teachers' planning, scrutiny of pupils work, displays and through talking to the pupils and staff. Standards in geography are good in both key stages and attainment is in line with national expectations. All pupils make satisfactory progress. This is the same as the last inspection. There is, however, a broader range of subject content and this is an improvement since the last inspection.
126. Pupils in Year 1 are familiar with their locality and are able to identify their house on a street map. They investigate routes and carry out a survey of how they travel to school. From a study of 'Where in the World is Barnaby Bear' they find out about the climate, cultures and habitat of different countries. In Year 2 pupils study 'Living on an Island' and investigate human and physical resources. They compare Plymouth with Struay. Pupils begin to learn, understand and use appropriate geographical vocabulary.
127. In Year 3 and 4 pupils study India and a range of cross-curricular links are made through dance, drama and art. A local Indian family has visited the school to talk about their customs and beliefs and the pupils have clearly benefited from this. Pupils in year 4 are able to talk about their study of an Indian village with confidence and can say about the working conditions and what expectations are like for children of their own age, converting the wages from rupees to British currency. Pupils learn about different types of plans, for example, bird's eye view, oblique and planned views. They know, understand and are able to use appropriate vocabulary. Work is appropriately matched to the needs of groups of pupils and is challenging.
128. Pupils in Years 5 and 6 study local issues and investigate the possible change of land use. They carry out a full investigation and find a 'solution'. From this they develop a good understanding of what it means to be a good citizen in their own community. Good cross-curricular links with literacy are made and the pupils write convincing

letters justifying their decisions. During their study of rivers pupils write thoughtful poetry that summarises their learning. By the end of Year 6 pupils can identify the natural physical features of the landscape and features created by humans. They know about the water cycle.

129. All teachers plan appropriately and ensure that pupils experience a range of activities to support their learning. Teachers have good subject knowledge and are well supported by the subject co-ordinator. Teachers assess pupils learning at the end of each unit and use this information to plan future work. Teachers' marking of pupils work does not always address the geographical skills being taught and often focus on literacy skills instead. Challenge for higher attainers in Key Stage 2 is lacking. Not all pupils have the opportunity to develop geographical skills to their full ability.
130. Pupils enjoy geography and respond well in lessons. They are keen to complete tasks and work in a thoughtful manner. They work cooperatively in pairs as well as in small groups.
131. The co-ordinator is enthusiastic and committed to geography and has the ability to take the subject forward. She provides good leadership and has a good knowledge of the requirements of the geography curriculum. Resources are good and are used well.

HISTORY

132. Two lessons were seen in history during the inspection, one in Key Stage 1 and one in Key Stage 2. Judgements are supported by an analysis of teachers' planning and a scrutiny of pupils' work. Standards in both key stages are good. Attainment is in line with national expectations. There is consistency across all classes and all strands of the history curriculum are being addressed. This is an improvement since the last inspection.
133. Pupils in Year 1 develop a simple understanding of chronology and through their comparison of old and new teddy bears begin to understand how things change over time. Cross-curricular links with ICT are made to good effect as the children produce newspaper headlines about Grace Darling. In Year 2 pupils learn about Florence Nightingale and The Great Fire of London. They are able to recount the main events. Through a comparison of hospitals past and present they are able to say how some things have changed over time and to give reasons for this change. Pupils benefited from a visiting doctor of whom they were able to ask questions about her job.
134. In Years 3 and 4 pupils continue to develop history skills of research and enquiry through the study of the Tudors. They produce newspaper reports giving detailed accounts of Tudor life. During their study of Invaders, pupils argue convincingly the attractions of moving to Britain. The pupils demonstrate their ability to empathise with peoples from the past during their study of evacuees in World War Two and write letters home describing their feelings.
135. Pupils in Years 5 and 6 study Britain since 1948 and have a range of artefacts and books from which to study. Good use is made of first hand source material, for example, the pupils were encouraged to interview a relative from the war era and they clearly enjoyed sharing their information with the rest of the class. They have also studied The Ancient Greeks. During this study the high attainers show a mature style of writing and a high level of understanding.
136. Teachers have a good subject knowledge and this is evident in lessons. The most successful learning takes place when pupils are encouraged to take part in debate and

when they are actively engaged in their own learning. On occasion too much time was spent by the teacher talking and this resulted in some pupils becoming disinterested.

137. The history co-ordinator provides good leadership for the subject. She talks confidently and with enthusiasm. Through monitoring planning she gives advice and is well aware of the requirements of the curriculum. History is well resourced and resources are used effectively. Strengths of history are the positive attitudes of the pupils and the development of good research skills. Provision for high attainers needs to be available in all classes. Although good cross-curricular links are made it is necessary to build on ICT capabilities to maximise the use of ICT and the Internet in lessons. The use of assessment of pupils' work is in the early stages and needs to be developed further.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. The previous inspection judged that by the age of seven and 11 standards were in line with national expectations. That inspection also noted that pupils' attainment and progress were hampered by the under use of information technology to enhance and reinforce learning in other subjects. Good progress has been made. Standards are now in line with national expectations for seven-year-olds and above average for 11-year-olds. There are many examples of information technology being used to enhance learning in other subjects. For example, Year 1 pupils drawing labelled diagrams of flowers in science; Year 2 pupils drawing shapes and dividing them into fractions in numeracy and producing news reports on Florence Nightingale in history; Year 3 and 4 pupils producing book cover designs in literacy. Year 5 and 6 pupils design high quality wrappers for imaginary products in design and technology and use digital photographs of themselves as a basis for exceptional art work.
139. By the age of seven, pupils can use information and communication technology to organise information and present their findings. They can share their ideas in different forms including text. Year 1 pupils can assemble text using the mouse to select and drag suitable endings to sentences. They can delete text and add their own ideas. Year 2 pupils can save, draft and edit work when producing newspaper reports and headlines describing the heroic actions of Grace Darling. This represents good progress since the previous inspection.
140. By the age of 11, pupils can use information and communication technology to present information in different forms and show that they are aware of the intended audience. Pupils in Years 3 and 4 can import clip art characters and speech bubbles from a word processing program to make conversations as part of their literacy studies into speech. They can discuss their work and make alterations leading to improvements. They have a very good understanding of the publishing program and can alter positions, orientations and sizes of images. Year 5 and 6 pupils can enter data and simple formulae to a spreadsheet and answer 'what if?' questions. When planning graphs showing the 'favourite puddings' of their classmates, they employ good graphing skills. Pupils with special educational needs and pupils with English as an additional language are making good progress. Pupils from all backgrounds are fully involved in the subject and all have equal access to learning opportunities. Boys and girls progress at similar rates.
141. Pupils enjoy information and communication technology. They follow instructions well and use the equipment with great care. They share resources and show good listening skills and sustained concentration. Most pupils respect and value the views and feeling of others during discussion times. Pupils use skills learned in literacy and numeracy in most of their information and communication technology lessons. Pupils in Year 1 use their understanding of full stops, capital letters and spacing between words to create clown sentences. Pupils in Years 3 and 4 use literacy skills when producing a Viking

newspaper. The results show a good understanding of layout and using persuasive language to encourage people to read on. They also use their knowledge of graphs and data handling to produce world climate graphs in geography.

142. The quality of teaching ranges from satisfactory to very good. Teaching is sound up to the end of Year 2 and good or very good in Years 3, 4, 5 and 6. Teaching is good overall. At the time of the last inspection no direct teaching of information and communication technology was seen. Teachers throughout the school have increased their skills and this has led to growing confidence and more successful teaching and learning. Teaching is most noteworthy when there is an emphasis on high standards of behaviour and when good use is made of the teaching assistants. In very good lessons, teachers give clear learning objectives at the start and regularly review the progress made by the pupils. In a class of Year 3 and 4 pupils, the teacher asks pupils to repeat the learning objectives and explain what they are expected to achieve before the pupils start to work on the computers. This is very good practice as it gives all pupils a clear image of what is expected and it also allows the teacher to judge how suitable the task is for the group. At the end of good lessons, teachers ask the pupils to make a simple assessment of their progress. Teaching is less productive when teachers do not check that pupils understand what they have to do and fail to keep pupils on task during the lesson. Generally teachers use time and resources well and the learning environment is enhanced by very good displays of work for each year group in the ICT suite and around the school.
143. Teachers provide a climate within which all pupils can express their ideas and respect the views of others. Teachers also provide a clear moral code as a basis for behaviour and this is referred to at regular intervals. Pupils are encouraged to work co-operatively and are given opportunities to exercise leadership and responsibility.
144. The subject manager has very good subject knowledge and has a clear view of the way forward. There is a detailed scheme of work and very good provision for the training of teachers. All teachers have a laptop computer and there are regular staff training sessions for skills development. This initiative is helping the teachers to develop new skills and it is also being utilised to help the teachers to use pupil performance data in their tracking and monitoring. The development of the new ICT suite has made a significant impact on raising standards and the hardware and software resources are very good. The room is small for full classes and tends to become very warm. There are plans to install a ventilation system to overcome this. There is not enough space in the room for teachers to successfully demonstrate what pupils have to do, however, teachers use their classroom computers for this to good effect and then lead their groups to the suite for the main lesson activity. The ratio of computers to pupils meets the national requirements. The subject manager is aware of the need to provide greater opportunities for the pupils to develop skills in controlling, monitoring and modelling.

MUSIC

145. Due to timetable arrangements it was not possible to observe music lessons, consequently, no judgements have been made in relation to teaching and learning. Evidence was collected from a variety of sources including samples of pupils' work, planning and talking with pupils, with a group of Years 5 and 6 pupils in particular.
146. Standards at both key stages are above average. Music has a firm place in the school's curriculum and was recognised as being satisfactory in the last inspection. Standards in the subject have improved since then and are now good and it has some very good features.

147. At the end of Key Stage 2 pupils talk animatedly about their love of music. They can describe in detail why they enjoy different kinds of music and the moods that are conjured up by composers. When asked about their favourite piece of music, one Year 6 boy said he loved to sing Matthew 22 in assembly. The enthusiasm for opera, traditional and contemporary music came through in our discussions. Pupils can write evaluations of music they have listened to. They create their own music using standard notation to record their compositions.
148. This enthusiasm was also evident in whole school and key stage assemblies when the selected music, providing a backdrop for the assembly, was discussed with a detailed understanding such as the salsa rhythm from Cuba. Singing of a hymn as a three part round was of the highest quality.
149. Very successful links are made with other areas of the curriculum, notably drama, dance, literacy and science. Music makes a significant contribution to pupils' spiritual and cultural development. Visits to the school from groups to promote an understanding of the diversity of cultural influences include African drumming and a samba workshop. Carol concerts and Christmas celebrations are held at the local church and help to provide very strong features to aid pupils' personal development. Parents enjoy and praise the efforts put into the performances undertaken by the school. Community links are a strong feature of music provision. Pupils take part in carol singing events in the neighbourhood and entertain the elderly. They also perform at the Citadel and an awareness of world needs was raised within the production of 'Yanamamo' that took place with other schools in the area.
150. The success of music at the school is underpinned by the scheme of work, which is sufficiently detailed to enable non-specialists to teach music to a high standard. The co-ordinator is a skilled musician who offers strong leadership, effectively supporting her colleagues and enthusing pupils. Pupils take part in many musical activities both in and out of school. At present the school does not provide for individual instrumental tuition but this aspect of the curriculum is under review. Recorder and choir clubs are available to pupils.
151. The co-ordinator is in a very strong position to lead the school forward and her action plan for the subject is detailed and appropriate. She recognises the need to introduce further guidance for teachers on the use of specific vocabulary such as dynamics and tempo. Resources are many and varied. They are of a very good quality, reflect cultural influences and are stored in their own area, which is easily accessible to all. The use of ICT is also recognised as an area for future development.

PHYSICAL EDUCATION

152. Due to timetable arrangements for the week of the inspection no PE lessons were observed at Key Stage 1. Evidence is based upon lessons in Key Stage 2, a review of teachers' planning, photographs and talking with pupils.
153. Standards at the end of both key stages have been maintained since the previous inspection and are above national expectations. Pupils make good progress throughout the school. There are some features of the provision that result in even better standards, for example, pupils achieve well in outdoor education. Year 3 and Year 4 pupils develop their orienteering skills to good effect during outdoor PE sessions. The Year 6 residential trip contributes significantly to pupils' personal development and their desire to achieve. Pupils in Key Stage 2 build on the skills they have learnt in Key Stage 1 to good effect. Swimming plays a major role within the PE curriculum. The school is ably assisted by parents in this aspect of its work.

154. Year 6 pupils are able to link newly acquired skills and demonstrate precision, control and fluency during outdoor games sessions. They can pass and catch a ball competently. They are developing the strategic and tactical principles of attack in order to play netball well.
155. Girls and boys work very well together. They organise and discuss their individual games with total commitment and involvement. Pupils with English as an additional language are successfully integrated into lessons, as are those with special educational needs.
156. Teaching in Key Stage 2 is good with some very good features. Teachers are aware of health and safety issues and communicate these clearly to pupils who respond positively. During lesson introductions pupils can explain the effect of exercise on their bodies and how it contributes to their general health and well-being. They also recognise the importance of warming up and cooling down at the beginning and end of sessions.
157. At the end of Key Stage 2 in a mixed Year 5 and 6 class pupils learn new netball skills as they watch the teacher demonstrate how to jump and land on one foot and then pivot around. They then practise this skill and can employ it during mini games of netball.
158. During lessons teachers comment on the pupils' performance and encourage and praise effectively. Teachers demonstrate the skills that they want their pupils to learn but insufficient use is made of pupil demonstration. There are also missed opportunities for pupils to evaluate their own and their classmates' performance.
159. Pupils demonstrate very good behaviour, enthusiasm and a willingness to learn during their lessons. They become engrossed in their tasks as they run and catch the ball whilst practising their footwork for netball. They are also enthusiastic and totally committed to following their orienteering maps in the Year 3 and 4 lesson.
160. The co-ordinator has recently been appointed to the school. He has already got to grips with the strengths and areas for development of the subject. The successful hand over of the responsibility for the subject has ensured that PE is poised to improve further. The school pays due regard to the full range and requirements of the programme of study. It also provides additional opportunities for pupils to take part in cross-country competitions, tag-rugby, dance productions, athletics and football. Resources are plentiful and of a very good quality.

RELIGIOUS EDUCATION

161. Two RE lessons were seen during the inspection. On the basis of evidence gathered from these observations, scrutiny of pupils' work, teachers' planning and talking with pupils, the quality of teaching and learning has improved and is now good. By the end of both key stages, pupils reach the standards set out in the locally agreed syllabus for religious education and many exceed them. Since the last inspection improvements have led to a clear progression of knowledge and understanding throughout the school. The profile of RE has been raised and there is good teacher subject knowledge. The development of spirituality across the school is very good. Overall the curriculum for RE is well balanced.
162. Year 1 pupils know about Diwali. They make rangoli mats, know about Rama and Sita and can talk about Indian dance. They know when the Chinese New Year is celebrated. They have learnt about Christianity and can talk about their special place.

They have visited the local Church of England church. All these features ensure pupils achieve well.

163. Year 2 pupils know about religious festivals. Through role-play in Year 1 pupils enact a wedding ceremony. Effective cross-curricular links are promoted by writing invitations, making cards and wrapping paper. 'Thinking Books' encourage the pupils to focus on spirituality as they express their thoughts and feelings about a range of concepts. These Year 2 pupils also listened attentively to the story of Noah's Ark and were thrilled when all the animals were saved as the teacher's enthusiasm and subject knowledge contributed to the success of the lesson.
164. The Creation Story is studied by Year 3 and 4 pupils who demonstrate good understanding through recall of the story. They compare and contrast pilgrimages made by Christians and Moslems and have further developed these skills by comparing two local churches – one Methodist and one Church of England. Using the knowledge and understanding gained in these activities Year 3 and 4 pupils have designed a church of the future.
165. In Years 5 and 6 pupils study the life of Jesus. They learn about what Jesus said, what His critics said and what Christians believe. From this they are able to make judgements about what they believe. They learn that Hindus have a shrine, which has a special place in the home, and they can talk about special places in their lives. They are beginning to understand the symbolism of the Christian faith and know that a candle represents Jesus as the Light Of The World.
166. Teachers plan effectively and pupils study a range of religions according to the locally agreed syllabus. These include Christianity, Judaism, Sikhism and Hinduism and by Year 6 many pupils have a good knowledge and understanding of a range of world religions.
167. The subject co-ordinator demonstrates enthusiasm and commitment to the subject and ensures she keeps up to date by accessing relevant material. She passes on relevant information to her colleagues. Spirituality is a strength in the curriculum as are the teachers' and pupils' subject knowledge and attitudes. Areas for development are rightly acknowledged to be to enhance the accessibility to the good resources, to establish monitoring systems that will enable the good practice in evidence to be shared and promoted and to continue to develop links with the church community to enable the pupils to further understand Christian symbolism.