

# INSPECTION REPORT

## **ALL SAINTS (MARSH) CE VA PRIMARY SCHOOL**

Newton Abbot

LEA area: Devon

Unique reference number: 113466

Headteacher: Mrs Kathryn Batcock

Reporting inspector: Mr Brian Gosling  
22453

Dates of inspection: 9 – 11 September 2002

Inspection number: 247380

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Osborne Street  
Newton Abbot  
Devon

Postcode: TQ12 2DJ

Telephone number: 01626 365293

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Appropriate authority: Governing Body

Name of chair of governors: Mr Patrick Masterson

Date of previous inspection: 3 November 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
22453	Brian Gosling Registered inspector	Mathematics History Geography Equal opportunities	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9837	Roy Walsh Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31819	Shirley Duggins Team inspector	Science Design and technology Music Foundation Stage	Pupils' attitudes, values and personal development
30705	Graham Stephens Team inspector	English Art and design Information and communication technology Physical education Special educational needs	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**

All Saints (Marsh) CE VA Primary School is smaller than most schools and occupies a compact site in the market town of Newton Abbot. There are 103 pupils, 54 boys and 49 girls, who come from the town and surrounding villages. There are no pupils from ethnic minority groups and no pupil has English as an additional language. The proportion of pupils who are entitled to free school meals is a little below average. The proportions of pupils with special educational needs and with Statements of Special Educational Need are broadly average, although these are not spread evenly around the school and some year groups have high proportions of pupils with special educational needs. Most of these pupils have specific learning difficulties, whilst some pupils have emotional and behavioural difficulties. The school's records show that the attainment of children when they start school has been below the county average. This is beginning to rise, however, as more children benefit from pre-school education.

The headteacher took up her post in January 2000. There has been a great deal of instability at the school recently. The four class teachers have not been the same for two years consecutively in the last four years and will not be so again next year as two teachers, who are currently on maternity leave, will return to the school. The school has been re-organised as adaptations and improvements to the buildings have provided a hall but fewer classrooms. This has been possible as there are currently only three fifths the number of pupils that were at the school five years ago. The inspection took place in the first full week of term.

### **HOW GOOD THE SCHOOL IS**

All Saints (Marsh) is an effective and improving school. Children arrive with below average attainment and they achieve well by the time they leave the school. This is the result of the school's efforts to improve pupils' attitudes to learning and improvements in the quality of teaching, as well as the support that pupils receive. The leadership and management of the school are good and the governing body fulfils its duties very well. Given the comparatively low unit cost per pupil, the school provides good value for money.

#### **What the school does well**

- Pupils have good attitudes to learning and they relate well to each other and to adults.
- The provision for pupils' personal development is good and the school cares well for its pupils.
- The teaching of pupils in the Foundation Stage is good.
- The partnership with parents is good and parents make a positive contribution to the life of the school.
- The school is well led and managed and the governors' contribution in fulfilling their responsibilities is very good.
- There is good teamwork and the whole staff shares a commitment to succeed.

#### **What could be improved**

- Teachers' assessments of pupils' learning are not used well enough to plan what they need to learn next.
- The curriculum is not sufficiently balanced and insufficient time is provided for pupils to attain the expected standards in some subjects, particularly history and geography.
- The analysis of the national test results and other assessments are not used well enough to identify weaknesses in pupils' learning and inform curriculum planning.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected by HMI in October 2000, when it was removed from special measures because it was providing an acceptable standard of education for its pupils. Since that time, the school has made good improvement. The role of subject co-ordinators has been developed to monitor teaching and learning more effectively and portfolios of pupils' work have been produced. The governing body has developed its role effectively. Curriculum and assessment procedures have been improved, although there is more to be done in using assessment information in planning the curriculum. The use of information and communication technology and standards in the subject are now better, as is the support for pupils with special educational needs. Parents are more involved in the school and their children's learning and this has helped to establish the pupils' good attitudes to school. The number of learning support assistants has more than doubled and this is helping to improve pupils' learning skills, which are presently underdeveloped. There have also been substantial improvements to the accommodation although the school's facilities remain limited in providing opportunities for physical education.

## 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	E	A	A	A
mathematics	D	C	A	A
science	D	B	A	A

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

The school's results in the national tests in 2001 were very good as shown in the table above. However, this was a particularly high attaining year group. With small groups of pupils in most year groups, the results of the national tests can be expected to vary from year to year. It is not surprising, therefore, that the high standards attained in 2001 have not been maintained in the national tests in 2002. It is also significant that the 2002 group of pupils included a high proportion of pupils with special educational needs. Nevertheless, the trend in the school's results to 2001 is rising broadly in line with the national trend. Inspection evidence shows that standards are, currently, satisfactory in English, mathematics and science by the time the pupils leave the school and many pupils exceed national expectations in these subjects.

In the last few years, standards in the national tests at the end of Year 2 have been generally below the national average and remained so in 2001. It is necessary to exercise caution, however, when interpreting results with small groups of pupils. Although the average of the three years 1999 – 2001 is in line with the national average in writing but below the average in reading and mathematics, inspection evidence shows that standards are rising as the school's provision is improved and standards are, currently, broadly average. The school has set suitable targets for Year 6 pupils' attainment in 2003. Children achieve well in the Foundation Stage and standards meet national expectations in most subjects by the end of Year 6, but standards do not meet expectations in history and geography because these subjects are not given enough time, and physical education, where facilities are restricted.

Given the below average attainment of many pupils when they start school, they achieve well by the time they leave the school at the end of Year 6.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and they have positive attitudes to learning.
Behaviour, in and out of classrooms	Good. Pupils behave well both in lessons and in the playground where they play together happily.
Personal development and relationships	Very good. Pupils relate well to each other and older pupils look after the younger pupils.
Attendance	The attendance rate is below the national average because of long-term illness and holidays taken in term time.

### TEACHING AND LEARNING

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

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

The quality of teaching for the Foundation Stage is good. Two fifths of the lessons across the school were good or better, although two lessons were unsatisfactory. Teaching in English and mathematics is satisfactory and the skills of literacy and numeracy are taught suitably. Teachers manage pupils well and the school has established good attitudes to learning in the pupils. The good relationships maintained throughout the school mean that lessons are happy occasions. Many pupils have difficulty sustaining concentration for long periods and, sometimes, lessons do not maintain a sufficiently brisk pace. This, along with the limited ability of many pupils to work independently without the supervision of an adult, was the cause of the unsatisfactory lessons seen. The needs of all pupils are met suitably but teachers do not use daily assessments well enough to plan tasks that are carefully based upon pupils' previous learning. Learning support assistants work well with teachers and they make a significant contribution to pupils' learning.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum includes all subjects of the National Curriculum and religious education but there is insufficient balance to allow all subjects to be covered in sufficient depth.
Provision for pupils with special educational needs	Good. The support assistants for special educational needs are well trained and knowledgeable, and they work well with the pupils.

Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. The school's provision for pupils' moral and social development is good, whilst the provision for pupils' spiritual and cultural development is satisfactory. This good provision has a significant impact on the good attitudes that pupils develop.
How well the school cares for its pupils	This is a caring school that provides a safe and secure environment for all its pupils.

The school generally works well in partnership with parents.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision for school development and she provides strong leadership. The role of subject co-ordinators has been developed well and they monitor their subjects effectively.
How well the governors fulfil their responsibilities	Very good. The governors are very involved in the life of the school and they share a clear idea of the school's strengths and weaknesses.
The school's evaluation of its performance	Satisfactory. Teaching is monitored well and the initiatives of the school development plan are evaluated effectively. However, the results of national tests and other assessments are not analysed with sufficient rigour.
The strategic use of resources	Good. The school makes good use of its finances and other resources. The principles of best value are applied well.

Staffing is good and learning resources are good for information and communication technology and satisfactory for all other subjects, except physical education where they are limited. The accommodation occupies a cramped site that presents limitations, particularly for the provision for physical education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• The progress their children make.</li><li>• Behaviour in the school is good.</li><li>• The good quality of the teaching.</li><li>• The school is approachable.</li><li>• The high achievement of the pupils.</li><li>• The close links with parents.</li><li>• The leadership and management of the school.</li><li>• Their children become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework provided.</li><li>• The range of activities outside lessons.</li></ul>

Inspectors generally agree with parents' positive views of the school. The range of extra-curricular activities is greater than is usually found, but they are organised 'from time to time'. Inspectors consider that the homework policy could be clarified and agreed with parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children's attainment is assessed when they first start at the school. These assessments in 2001 show that children's attainment was below that expected for children of this age. Attainment on entry is beginning to rise, however, as the school's reputation improves and a greater proportion of children arriving at the school have benefited from pre-school education. By the time they enter Year 1, most children attain the Early Learning Goals<sup>1</sup> in almost all areas of the Foundation Stage curriculum as a result of the good teaching and provision for these children. However, the restricted facilities limit opportunities for children's physical development.
2. It is necessary to be cautious when interpreting the results of the national tests as there are small numbers of pupils in each year group and a single pupil can represent a large percentage.
3. The school's results<sup>2</sup> in the national tests at the end of Year 2 in 2001 were average in mathematics but below the national average in reading and writing. These results were no higher when compared to schools with pupils from similar backgrounds and standards were also below average in science. Although most pupils attained the nationally expected Level 2<sup>3</sup>, few pupils attained the higher Level 3. However, more than half of this group of pupils had special education needs, which is much higher than average. When the proportion of pupils with special educational needs is reduced to similar to the average, the school's results are close to, or a little above, the national average. With small groups of pupils, it is often useful to consider larger groups of pupils by comparing results over a number of years. When the average of the three years 1999 to 2001 is compared to other schools, pupils' attainment at the end of Year 2 is in line with the national average in writing but below the average in reading and mathematics. Nevertheless, the improvements in the school's provision, particularly in the Foundation Stage, is enabling standards to rise and inspection evidence indicates that standards are improving and they are, currently, satisfactory in English, mathematics and science.

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<sup>1</sup> On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of Early Learning Goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1, when they begin Key Stage 1 of the National Curriculum.

<sup>2</sup> On the school's results: An average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

<sup>3</sup> On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

4. Pupils' attainment in the national tests at the end of Year 6 in 2001 was well above both the national average and the average of similar schools in English, mathematics and science. These pupils had made very good progress through Key Stage 2 and, compared to schools that had similar attainment at the end of Year 2 in 1997, the school's results were very high in mathematics and well above average in English and science. (Very high indicates that the results were in the highest five per cent of schools.) The high proportions of pupils attaining the higher Level 5 is a clear indication that the school is meeting pupils' learning needs and providing suitably challenging tasks for those pupils capable of working at a higher level.
5. Early indications of the national tests in 2002 are of little improvement at the end of Year 2 and lower attainment at the end of Year 6. However, these are again small groups of pupils with a high proportion of pupils with special educational needs in Year 6. This will have a significant impact on results. Nevertheless, inspection evidence shows improving standards in the current Year 2. Pupils' attainment is judged to be generally satisfactory in English, mathematics and science at the end of both key stages. This is because the school has managed to secure effective improvements, particularly in the Foundation Stage, which are beginning to show beneficial effects for the older pupils in Key Stage 1.
6. Children with special educational needs make satisfactory progress in Key Stage 1. The introduction of additional literacy support and the recent appointment of a reading recovery teacher place the school in a strong position to raise standards for this group still further. As they progress through the rest of the school, these pupils achieve satisfactorily and some achieve well in relation to their abilities and the targets on their individual education plans. Pupils are withdrawn from lessons for additional support in literacy.
7. The school makes suitable provision to ensure that all pupils are fully included in school life. A list of gifted and talented pupils is maintained and teachers have begun to plan tasks with different levels of difficulty to ensure that the higher attaining pupils are suitably challenged. The school has established a suitable range of assessment strategies to monitor pupils' progress and the attainment of individual pupils are recorded as they move through the school. However, this information and the results of the national tests are not analysed well enough to identify variations in the progress of different pupils and any weaknesses in pupils' learning. Some analysis is carried out but this is not used effectively to inform curriculum planning.
8. Although girls tend to do better than boys in the national tests, this varies from year to year as might be expected with small groups of pupils. The trend in the school's results at the end of Year 6 up to 2001 was rising in line with the national trend and the school has set suitable targets for pupils' attainment in English and mathematics based on pupils' prior attainment.
9. Standards are satisfactory at the end of both key stages in English, mathematics, science, art and design, design and technology, information and communication technology, and music. However, standards do not meet national expectations in geography, history and physical education. This is because insufficient time is allowed for these subjects and the limitation of the facilities for physical education. Pupils' achievement by the time that they leave the school is satisfactory in all subjects except geography, history and physical education where it is unsatisfactory.

### **Pupils' attitudes, values and personal development**

10. Pupils have good attitudes to work and are interested in learning. This includes pupils with special educational needs who have equally positive attitudes to learning and are well integrated into the school. Pupils enjoy coming to school and are actively involved in the life of the school.
11. Pupils behave well both in lessons and in the playground where they play together happily. A few pupils cannot sustain concentration for very long periods during lessons. These pupils' needs are being well identified and the school has clear and positive strategies for managing their behaviour. Teachers work closely with learning support assistants and the special needs co-ordinator (SENCO) to ensure that the disruption to the rest of the class is minimal. Parents support the view that the school is successful in promoting good behaviour and that any unacceptable behaviour is dealt with very quickly. There have been no exclusions. Pupils respect and care for the school's property and environment. Positive attitudes and good behaviour are encouraged through a considered personal, social and health education programme. The home-school agreement and school behaviour policies effectively support the structure within which good standards of behaviour and positive attitudes are achieved.
12. All pupils with special educational needs respond well to the adults that support them and give of their best. Their behaviour is good and most have developed positive attitudes to their learning. Pupils with special educational needs receive very good support from their peers and teachers frequently pair pupils together to discuss aspects of the lesson. This is particularly effective in raising the self-esteem of pupils with special educational needs.
13. Relationships between pupils and between pupils and adults are good. Pupils are content to work in pairs or small groups and are often observed helping and supporting each other in lessons. Pupils are happy in each other's company, with older pupils always ready to help younger ones. New entrants are readily accepted and soon start to make friends. Members of staff provide positive role models that clearly show pupils how they are expected to behave and help them to understand the importance of building relationships beyond their immediate family. This helps promote pupils' confidence in different social situations, such as on educational visits, when visitors are in school and when attending clubs after school. Pupils have very little opportunity to mix with many children from different ethnic groups or cultures. However, the school does have links with schools in other countries that successfully encourage pupils to consider the similarities and differences between the cultures.
14. There are good opportunities for pupils to gain independence and develop initiative in the general running of the school. The children in the Foundation Stage are encouraged to do as much as they can for themselves, such as washing their hands and fetching their own lunch boxes from the first day they start in school. Older pupils run lunchtime activities for the younger ones. The playground is a hive of activity with a range of games and drawing facilities that pupils can enjoy in the restricted playground area. Various duties around the school are undertaken eagerly, for example, pupils take registers to the office and operate the music centre as others enter the hall for assembly. However, pupils' ability to work independently is underdeveloped. Limited opportunities are available for pupils to develop their own ideas or use their initiative, as there is much reliance on teachers' instructions. Overall nevertheless, the attitudes, behaviour and personal development of pupils make a positive contribution to their learning.
15. Pupils like school, but the attendance rate is below average, although there is evidence that attendance has improved marginally over the last few years. Authorised absence is above the national average. This is affected by the number of holidays that families

take during the school year and some long-term illness. The rate of unauthorised absence at the school is broadly in line with the national average.

## HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good for the children in the Foundation Stage and satisfactory, overall, in Key Stage 1 and Key Stage 2. Four out of ten lessons were good or very good. There was no significant difference in the quality of teaching in Key Stage 1 and Key Stage 2 and two lessons, one in each key stage, were unsatisfactory. The school has done well to maintain the quality of teaching during a period of instability, during which it has not had the same four class teachers for two years running. This situation will continue next year as two teachers are currently on maternity leave. The school inducts new teachers well into school routines and procedures and provides good support to enable them to quickly adapt to the particular needs of the school and its pupils.
17. The good teaching in the Foundation Stage is the result of the expertise and enthusiasm of a teacher new to the school and the good partnership with the learning support assistant. Appropriate activities are planned for these children that are often, but not always, based upon what they have already learned and focused on extending their knowledge, skills and understanding. Lessons are happy occasions and the children respond well to the challenges presented to them.
18. The good teaching and learning in the school is the result of the positive relationships that have been developed and maintained throughout the school. This has resulted in the pupils developing good attitudes to school that teachers nurture well within the classrooms. They manage pupils well, setting and insisting on high standards of behaviour. In contrast, however, many pupils demonstrate poor learning skills, finding it difficult to maintain concentration for long periods, that are sometimes necessary to complete a task, or to work without adult supervision. This was the cause of the unsatisfactory lessons seen. In one, the pace of the lesson was insufficiently brisk to maintain pupils' interest and concentration and, consequently, they did not apply themselves well enough for their learning to be effective. In the other lesson, which was a reading session, the pupils working with adults worked well in the lesson but the majority of pupils, who were working independently, achieved little in the lesson and described reading as 'boring'.
19. Teachers have a satisfactory knowledge and understanding of the National Curriculum and they plan lessons suitably, frequently identifying the time to spend on activities to ensure a good pace to the lesson. This is important as many pupils have underdeveloped learning skills. Most teachers have suitably high expectations of pupils and tasks and activities are planned with different levels of difficulty to address the needs of pupils with different abilities. The success of this strategy is reflected in the good numbers of pupils who attain the higher levels of the National Curriculum in the national tests. However, insufficient use is made of day-to-day assessments of pupils' learning to ensure that the level of difficulty adequately reflects what pupils have already learned and what they need to learn next. The learning intentions of the lesson are identified but these are sometimes too general, especially for pupils with special educational needs. Nevertheless, the learning support assistants are very skilled, establish good relationships with both pupils and staff and are fully involved in monitoring progress against the targets in the individual education plans.
20. The teaching of the basic skills of literacy and numeracy is satisfactory and teachers are supported well by the learning support assistants. They work well as a team and this allows good support to be given to pupils, who work better with adult supervision. A variety of teaching methods is employed and teachers make good use of learning resources. However, as noted above, some lessons do not maintain the brisk pace

that is necessary for some pupils to sustain concentration and work as well as they should. The quality of marking is variable and it is not used often enough to evaluate pupils' learning and to show pupils how they can improve. Some homework tasks, such as reading, spellings and mathematical facts, are sent home with pupils. The school also sends home, each term, guidance and suggestions for how parents can help their children with the term's topic. The school has made efforts to explain its homework policy but this does not seem to have been fully understood by all parents and a significant proportion of those who attended the parents' meeting and/or replied to the questionnaire were unhappy with the amount of homework given to their children.

21. The quality of teaching is satisfactory in English, mathematics, science, information and communication technology, and music. No lessons were seen in art and design and only one lesson was seen in design and technology. It is, therefore, not possible to make a secure judgement on the quality of teaching in these subjects. Additionally, it was not possible to see lessons in all aspects of physical education and, given the constraints of the school's facilities, particularly for gymnastics and dance, no secure judgement of teaching can be made in this subject. The quality of teaching and learning in history and geography is unsatisfactory, overall, because insufficient time is given to the subjects across the key stages.

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

22. The school provides a broad and relevant curriculum that covers all the subjects of the National Curriculum and for children in the Foundation Stage. However, a scrutiny of timetables and pupils' work indicates that the curriculum lacks sufficient balance. More time is dedicated to English than is planned in the school policy document. This means that there is insufficient time to achieve the required standards in some subjects, such as history and geography, as these subjects are not studied in sufficient depth, especially with older pupils. Timetables also indicate daily handwriting sessions for pupils in Years 5 and 6, many of whom are already developing their own handwriting style, and this further reduces the time available for this group to be presented with a balanced programme of work.
23. Policies and schemes of work exist for all subjects. Exemplar schemes from the Qualifications and Curriculum Agency are used as a basis for planning in most subjects and the national strategies for the teaching of literacy and numeracy have been adopted successfully. Medium-term plans are of good quality and they identify key learning objectives and teaching activities for all subjects. However, the information gained from assessment, informing teachers of what pupils know, understand and can do, is not always reflected in the learning objectives set in short term planning.
24. Provision for pupils with special educational needs is good and meets the requirements of the Code of Practice<sup>4</sup> for special educational needs. Teachers work closely with learning support assistants to ensure that these pupils' needs are met and consequently these pupils make at least satisfactory progress and some make good progress against the targets detailed in their individual education plans. Some pupils are withdrawn from class and taught in small groups for English and mathematics

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<sup>4</sup> On SEN Code Of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

when the rest of the classes are studying these subjects. The school is very aware of the need to give due emphasis to equality of opportunity and ensures that pupils are not withdrawn from the same lesson throughout the year. Pupils with Statements of Special Educational Need are well provided for and staff, both teaching and non-teaching, take care that their needs, as identified in their statements, are met.

25. The links established with partner institutions are good overall, as they enable expertise to be shared between staff and also establish good sporting links for pupils. Working links with local secondary schools could be developed further, especially with the local technology college. This would enhance learning opportunities in the area of modelling and design in information and communication technology, two areas identified by the school for further development.
26. There are good links with the local community. Coaches from the local tennis club visit weekly for coaching sessions. The school plays an active part in community events, such as the Newton Abbot Carnival and the Britain in Bloom competition. Local businesses support the school well, to the extent that the local racecourse offered emergency accommodation to the entire school for a week when the school building was closed because of a gas leak.
27. The provision for personal, social and health education is very good. The headteacher made this a priority on her appointment and the co-ordinator has been very successful in establishing this aspect of the curriculum. In this, she has received good support from the local education authority and the staff and governors recently received the Healthy School Award in recognition of their achievement. Both the drugs education policy and the sex education policy have been written, the Life Education resource vehicle visits the school annually, healthy eating is encouraged in the cafe established for the youngest pupils and the school has received a grant of £5000 to support tennis coaching in the school.
28. The school lists a good range of extra-curricular activities in its documentation, although the school prospectus says that these are organised 'from time to time'. It works with other local schools through the academic council to provide extra-curricular activities in information and communication technology, art and craft, drama, dance and martial arts. Information and communication technology is also offered to pupils in Key Stage 2 for 30 minutes at lunchtimes. There is a homework support session, recorder club, table tennis club, football club as well as an art and craft club for pupils in Years 1 and 2.
29. The school makes good provision for pupils' spiritual, moral, social and cultural development. This has a significant impact on the good attitudes to learning that pupils develop and this helps them to learn more effectively.
30. The provision for their spiritual development is satisfactory. This is achieved through the rolling programme of whole-school assembly themes, the personal, social and health education activities and circle time<sup>5</sup>. From these, pupils gain insight into values and beliefs that enable them to reflect on their own and other's experiences. Regular visits and contacts are maintained between the local churches and the school.
31. Provision for pupils' moral development is good. There is a strong and clear whole school ethos and a moral code for good behaviour, which is promoted consistently

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<sup>5</sup> On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

throughout the school by all members of staff, who provide good role models. Principles distinguishing right from wrong are taught well and consistently across the school. Pupils are well aware of the school's code of behaviour and the expectations of teachers and other staff. Pupils throughout the school treat each other and adults with respect and courtesy.

32. Provision for pupils' social development is good. Opportunities beyond the classroom are provided for all pupils to take part in adventure training and team building on Dartmoor, which enhances their social development. Within the school, older pupils are encouraged to take responsibility for the smooth running of the school and the welfare of younger children. They develop positive attitudes to each other and are given numerous opportunities to work and play together in pairs and small groups. Pupils in all classes are given responsibilities, ranging from helping teachers in class, to organising and running the lunchtime clubs. The good mutual relationships created between staff and pupils contribute positively to the pupils' personal development and the academic standards achieved.
33. Provision for pupils' cultural education is satisfactory. They have opportunities within the curriculum to appreciate the art and music of a number of cultures. Visitors to the school have included an African Drumming Band, and demonstrations by a weaver. Pupils have also visited the theatre and taken part in a history visit to the local Coldharbour Mill. The school is planning to raise the profile of its art curriculum and is currently working towards an 'artsmark' award.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

34. The school is a caring organisation and the overall provision for the welfare of its pupils is good. Teachers and support staff are well acquainted with pupils and their families and, therefore, they are able to deal sensitively with problems as they arise. Learning support assistants are enthusiastic and very committed to raising attainment levels, and they provide invaluable support to individual pupils. The pastoral care provided for pupils is good. Discussion groups, in 'circle time' for example, are used throughout the school to encourage pupils to take responsibility for their own actions and as a vehicle for pupils to communicate any concerns they might have.
35. Health and safety procedures are satisfactory and regular safety audits and risk assessments are carried out with fire drills taking place each term. The school is successful in promoting health issues, both in personal, social and health education and during lessons such as physical education and design and technology. First-aid procedures are in place and work well, with records of accidents and incidents detailed by the competent staff. There is a satisfactory child protection policy in operation with the designated person delivering awareness briefings to new school staff. Teachers understand the school policy and are aware of their responsibilities.
36. The school's procedures for assessing attainment and progress are satisfactory. Portfolios of pupils' work are held for most subjects and each pupil has a personal record of achievement. The school uses a range of appropriate tests to assess pupils' attainment at the end of each year that complement the national tests. However, this information is not analysed well enough to identify weaknesses in pupils' learning that can be used to inform curriculum planning. The school gives good support to pupils with special educational needs. Their needs are identified and appropriate procedures exist for placing pupils on the school's register. The school places great emphasis on including all pupils in the full range of activities offered and is very successful in this

regard.

37. Procedures for monitoring attendance are generally satisfactory. Registers are monitored on a regular basis by office staff and parents are contacted if there is any cause for concern. There are well-organised procedures for dealing with information from parents about individual pupils. However, no late book is kept by the school and this can lead to difficulties in monitoring attendance fully.
38. The school's systems for promoting and monitoring behaviour are good. Class rules are agreed at the beginning of each year. Behaviour and anti-bullying policies are well known and understood by pupils. Parents work in partnership with the school if problems arise and a school councillor is available for confidential discussions, either with parents or pupils. As members of staff know pupils well, they are very aware of possible causes of disruption in class. Lunchtime supervisors are caring and conscientious and they ensure that pupils play together well in the playground despite its cramped nature. The effectiveness of the school's behaviour policy is evident from the reduction in behaviour problems over the past two years. Any bullying or oppressive behaviour is dealt with seriously and quickly by staff.
39. The school plans well for pupils' personal development but the monitoring of this over a period of time is largely informal and only recorded in annual reports. Pupils are given many opportunities to take responsibility, which they exercise well. For example, Year 6 pupils organise and run the daily lunchtime clubs as well as the annual school sports day. Pupils are taught to be aware of, and to care for, others in class and whole school assemblies, which are sometimes prepared and delivered by the pupils themselves.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

40. The school has established effective links with parents, who in turn feel comfortable approaching staff with any concerns. A comprehensive induction course is run for parents of pupils new to the school, which is much appreciated and has been useful in establishing good relationships between home and school. The Friends of All Saints (Marsh) Association is very active and holds successful social and fundraising events, raising considerable funds for school resources. Funds are now being raised to purchase an interactive white board to enhance pupils' learning in information and communication technology. The Friends' Association is consulted on major school decisions. The school encourages the active participation of parents in school life and several parents offer their time and assistance to supervise pupils at lunchtimes. Parents also volunteer to help supervise school trips, run the library and some after school clubs. A small number of parents are now responsible for the attractive displays of pupils' work around the school. All these activities affect pupils' academic achievement and personal development.
41. The information that parents receive from the school is satisfactory. The school brochure is adequately written and contains all the necessary information, although there is no contents page or index to help find certain sections, such as the ways in which parents can help in school activities. The Governors' Annual Report to parents is informative and contains all the required statutory information. The school issues a number of newsletters to parents each term, containing information on activities and diary dates. Annual reports on pupils' progress are comprehensive and give parents a clear picture of their children's achievements as well as providing targets for future improvement. These are supplemented by formal and informal discussions with teachers on pupils' progress.

42. Parents with children who have special educational needs are fully involved in reviewing their children's educational plans and identifying future goals every six months. The class teacher and learning support assistant attend this meeting and the school makes every effort to ensure that parents also attend.
43. Replies to the parents' questionnaire show that parents are very positive and supportive in their views of the school. They are pleased with the standard of teaching and what their children achieve. They believe that the school works hard in forging good relationships and are pleased with the efforts that the headteacher and staff make to support their children's personal development, and the way the school encourages good attitudes to work. The pre-inspection questionnaire also indicated that the majority of parents feel they can easily access the staff to discuss their children, and the inspection findings support these views.
44. The parental questionnaire returns indicated that a significant proportion of parents had concerns about the range of activities provided outside of lessons and also the amount of homework that pupils receive. This was also reflected in discussions with parents, particularly at the parents' meeting. Inspection evidence found that the range of activities provided is greater than that usually found in schools of this size and type, although the school prospectus does not indicate when in the school year these will take place. There is a number of lunchtime clubs, in computers, board games and art, that are organised and run by Year 6 pupils. Many visits take place out of school, such as the whole school visits to Dartmoor National Park, covering a wide range of outdoor and adventure activities. The school has developed a homework policy that features guidance to parents each term on how they can help their children learn at home. However, a significant proportion of parents appear to be unclear about the role expected of them and, consequently, they do not contribute as well as they might to their children's learning.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

45. The headteacher provides strong leadership and she has a clear idea of how the school should develop. She has established a mutually supportive team that works well together and is committed to school improvement. The headteacher is supported well by the senior teacher and there is a good, professional relationship with the chair of governors. The school is managed well and this has ensured consistency during a challenging period when the staffing at the school has been unstable.
46. The role of subject co-ordinators has been improved since the last inspection and the school has responded positively to advice and guidance from the local education authority. Co-ordinators for the core subjects monitor pupils' work and teachers' planning as well as observing colleagues teaching. Portfolios of pupils' work are kept that provide samples of work that illustrate different standards. However, in mathematics for example, these samples of pupils' work refer solely to the National Numeracy Strategy and do not note National Curriculum levels of attainment, which would improve teachers' knowledge and understanding of the progressive nature of the National Curriculum. The co-ordinator for information and communication technology has contributed significantly to improvements in the subject since the last inspection.
47. The headteacher, who is the SENCO, has delegated day-to-day support of these pupils to the class teachers. She liaises with another member of staff who shares some of the SENCO's responsibility. This member of staff, who is currently on maternity leave,

has a termly meeting with learning support assistants to discuss pupils' progress and issues concerned with teaching and learning. She monitors objectives as set out in the individual education plans and liaises with outside agencies who support the school well within the resources available. Procedures are beginning to be put in place to track and monitor progress. For example, assessments are made at the beginning and end of literacy support periods. However, some targets are too challenging and are not met. These are sometimes repeated rather than being broken down into achievable targets that would boost the pupil's self-esteem when achieved.

48. The governing body is well organised and governors fulfil their duties very well. They understand well the strengths and weaknesses of the school's educational provision and this allows them to make an effective contribution to school improvement. The chair of governors is very well informed. He meets regularly with the headteacher, writes to the parents twice each year and he conducts a confidential meeting with the teaching staff annually. There have been many new members of the governing body in the past few years and some have taken up their posts recently. These governors have received training and all governors attend training at least once each year following which they report back to the full governing body. Governors are well organised, with four sub-committees that meet before the full governing body meetings and to which they make a report. Each governor is assigned to a curriculum area and they visit the school at least once each term before reporting back to the governing body and they contribute to the subject section of the school development plan in conjunction with the co-ordinator.
49. The school development plan is a comprehensive and useful document for school improvement. The action to be undertaken is identified, along with financial implications, success criteria, timescales and the personnel responsible for monitoring and evaluating progress. Governors discuss progress on these initiatives when they visit the school. All members of the school staff and the governing body are involved in the creation of the school development plan and there are items in the plan for all curriculum subjects as well as some cross-curricular themes, such as special educational needs, assessment and improvements to the premises. The priorities for improvement are also noted.
50. The school's evaluation of its performance is satisfactory. The headteacher monitors teaching regularly and provides written feedback to teachers that includes areas for improvement. A good range of assessments is made each year of pupils' attainment and this is recorded to allow the school to track pupils' progress. However, these assessments are not used well enough to identify weaknesses in pupils' learning and the school's planning that can be used to improve curriculum provision. Further, the school believed that the reasons for the lower test results in 2002 were pupil mobility and the high proportion of pupils with special educational needs. However, the test results have not been analysed to verify the accuracy of these hypotheses. The school points out, nevertheless, that it was the timing of the inspection that prevented them doing this. An analysis of the test results shows that the proportion of pupils with special educational needs did affect the results adversely but pupil mobility had no significant impact.
51. Financial planning is good. The finance committee meets regularly to monitor spending in the school's budget. Prior to these meetings, governors receive budget statements that are adapted to allow governors to access the information they want more easily. The school carefully considers the best use of its budget. For example, it took the strategic decision to provide more classroom assistants at the expense of lunchtime supervisors. The chair of governors explained this clearly to parents, who volunteered

- to provide additional lunchtime supervision themselves. The school applies the principles of 'best value' well.
52. Staffing at the school is good for there are a good number of well-qualified learning support assistants who make a significant contribution to pupils' learning. The professional development of both teaching and non-teaching staff is given a high priority in the school. Training opportunities are identified both from the needs of the school and the personal interests of the teachers. Teachers new to the school are inducted well and good support is provided. Learning resources are good for information and communication technology and satisfactory for all other subjects.
53. The accommodation has been improved since the last inspection with the addition of a new, permanent classroom and administration offices. However, there are still weaknesses in the buildings that constrain pupils' learning, particularly in physical education and for the children in the Foundation Stage. The playground is small and the remodelled hall has a very low ceiling that restricts the use of various small apparatus, such as balls, in lessons. The school lacks any grassed area and games lessons are sometimes conducted on a grassed area close to the school that is an open area used by the public. Nevertheless, the members of the school staff and volunteer parents ensure that displays are bright and attractive.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

54. In order to raise standards, particularly in English, mathematics and science, the headteacher, governors and staff should:
- (1) Improve the match of tasks and activities to pupils' learning needs by:
    - (a) establishing clear and specific learning objectives for lessons that reflect National Curriculum levels of attainment; (paragraphs 19, 57, 71, 76, 84)
    - (b) devise procedures to assess pupils' learning during the lesson and use this information to plan future work for pupils that is based on what they already know, understand and can do; (paragraphs 19, 23, 57, 77, 84, 89, 102)
    - (c) develop the marking of pupils' work as an additional method of assessing learning. (Paragraphs 20, 71, 78)
  - (2) Ensure an adequate balance between the subjects taught by:
    - (d) re-considering the teaching timetable and the balance between subjects; (paragraphs 9, 22, 88, 90, 92, 102)
    - (e) improving standards in English by identifying and planning for increased opportunities to develop literacy skills in other subjects. (Paragraphs 67, 70)
  - (3) Develop the procedures already in place to analyse test results and other assessments to identify weaknesses in pupils' learning and use this information more effectively to inform curriculum planning. (Paragraphs 7, 36, 50, 71, 78, 84)
55. Minor areas for improvement
- (a) Clarify and agree the homework arrangements with parents to enable them to make a greater contribution to their children's learning and communicate this to

them along with information about when extra-curricular activities will take place.  
(Paragraphs 20, 28, 44, 103-105)

- (b) Despite the limitations of the school buildings, ensure that suitable provision is made in physical education, including physical development in the Foundation Stage, for pupils' to attain the nationally expected standards.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	10	15	2	0	0
Percentage	0	7	34	52	7	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 three percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	103
Number of full-time pupils known to be eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	6.2

#### Unauthorised absence

	%
School data	0.17

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	4	5	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	--	--	--
Percentage of pupils at NC level 2 or above	School	67 (76)	89 (95)	89 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	--	--	--
Percentage of pupils at NC level 2 or above	School	89 (95)	89 (100)	89 (100)
	National	85 (84)	89 (88)	89 (88)

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

The numbers of pupils has been omitted as there were fewer than 10 pupils.

### 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	4	11	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	14	14	13
Percentage of pupils at NC level 4 or above	School	93 (95)	93 (82)	87 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	12	13	13
Percentage of pupils at NC level 4 or above	School	80 (73)	87 (82)	87 (73)
	National	72 (70)	74 (72)	82 (79)

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

**The numbers of boys and girls has been omitted as there were fewer than 10 boys.**

**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	101	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	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	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)	5.5
Number of pupils per qualified teacher	19
Average class size	26

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	94

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
	£
Total income	276,110
Total expenditure	268,566
Expenditure per pupil	2,377
Balance brought forward from previous year	14,612
Balance carried forward to next year	22,156

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1.5

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	113
Number of questionnaires returned	35

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	49	9	0	0
My child is making good progress in school.	60	37	3	0	0
Behaviour in the school is good.	37	57	3	0	3
My child gets the right amount of work to do at home.	31	29	37	3	0
The teaching is good.	54	40	3	0	3
I am kept well informed about how my child is getting on.	51	37	9	0	3
I would feel comfortable about approaching the school with questions or a problem.	74	20	6	0	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	51	43	3	0	3
The school is well led and managed.	69	29	3	0	0
The school is helping my child become mature and responsible.	57	40	0	0	3
The school provides an interesting range of activities outside lessons.	37	29	26	9	0

*Percentages may not add to 100 due to rounding.*

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

56. At the time of the inspection, three children were under five in a mixed reception/Year 1/Year 2 class. They attend, initially, on a part-time basis and had only been in school for a few days. There are two intakes of children under five, one in September for children who are five in the autumn term and one in January for those who will be five during the remainder of the school year. The arrangements for admission are planned appropriately and effectively organised with good liaison with parents and the pre-school group. The environment is welcoming. The indoor accommodation is small and restricts the planning of suitable, free-choice activities for these children in a mixed age class. However, the class teacher and the learning support assistant work very closely together to ensure that learning for reception children is appropriately organised. There is no suitable outdoor area for these young children, although the playground and hall are used for timetabled physical activities. However, physical development is not an integral part of the daily routine.
57. The planned provision for the children of reception age is, at present, satisfactory. It is suitably planned but does not take sufficient account of the appropriate structured learning steps leading to the goals considered desirable for children of this age. Structured activities are suitably planned. Although opportunities are available for children to choose activities, these were not seen during the inspection and from the planning it appears that the balance between formal, structured play and free choice activities is not secure. Satisfactory assessment procedures are in place. The class teacher and learning support assistant know the children very well. However, learning intentions are not always sufficiently succinct to effectively support assessment.
58. Assessments of children when they started school in 2001 indicate that attainment was generally below that expected nationally for children of this age. By the time they are ready to start in Year 1, most of the children achieve well and attain the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding and creative development. This is because teaching is good in each of these areas. The teacher knows the children well and activities are carefully prepared for them. There is good support from the learning support assistant and careful assessments of what the children already know, understand and can do are used to plan the next stage of their learning. The teaching and learning for pupils' physical development are limited by the constraints of the school's facilities.

### **Personal, social and emotional development**

59. The suitably organised induction procedures ensure that most children enter school with an appropriate level of confidence. More children are now attending a pre-school group and this has a positive effect on their maturity when starting school and standards in the other areas of learning. Children respond well to an ethos that promotes good behaviour. Positive relationships develop between children and adults and good routines are established. Children behave very well and most talk willingly. Teaching is good. Teachers' questions are answered clearly and children show an appropriate understanding of right and wrong. Children work happily alongside each other knowing that they must take turns. The focus of teaching helps children to become more independent and grow in confidence with a positive feeling of self-worth. During the inspection, reception children joined the remainder of the school for lunch.

They confidently washed their hands, found their own lunch boxes and settled quickly to the routine of saying grace before eating. The children enjoyed this experience, illustrating good progress in their personal, social and emotional development at this very early stage.

### **Communication, language and literacy**

60. Children attain satisfactory standards overall in language and literacy and teaching is good. Speaking and listening skills develop well. The teacher ensures that these young children participate fully in oral sessions by asking suitable questions and encouraging them to share ideas. Although the three reception children had only been in school a few days, they demonstrated the ability to listen attentively for extended periods of time and share ideas with their classmates. Children enjoy listening to stories and readily share books with each other and adults. Elements of the literacy framework are well used by the teacher to develop children's understanding of letter sounds through well-known stories and rhymes. Clear, lively introductions and a fun element to the sessions soon captivate all the children's attentions.

### **Mathematical development**

61. Children can identify the colours red, blue, green and yellow and recognise bigger and smaller. They have some experience of counting to ten but do not recognise numerals sufficiently well. Most children are beginning to count objects in order but have difficulty in making one more or one less. Children know the names but do not readily recognise common shapes. For example, a circle is a 'round'. However, they learn very quickly with the good support of the learning support assistant who is very knowledgeable, and these children are on line to achieve the early learning goal by the time they are five. Good teaching is characterised by well-planned activities that ensure effective learning. All opportunities are well used to reinforce learning.

### **Knowledge and understanding of the world**

62. Teaching is good. Reception children have a suitable range of practical experiences that effectively develop a growing awareness and knowledge of the world around them. They make good progress and are in line with expectations for this area of learning. Children recognise many common materials but need support in using descriptive words to describe the properties of an object. They make good progress and when working in a small group confidently make decisions to which group objects can be sorted. From scrutiny of earlier work, a good range of experiences successfully develops children's knowledge and understanding of the world. For example, through use of their senses children discovered a range of smells and sounds. Children were not introduced to the computer during the inspection. However, this was the first week of the term.

### **Physical development**

63. Limited physical development was evident during the inspection. Improving hand control is evident in children's attempts at writing, drawing and colouring. Teacher's praise and encouragement results in positive efforts and improvements.
64. Children's large-scale movement is underdeveloped. Although the hall is timetabled and the playground is used when possible, physical development is not an integral part of the school day. These sessions were not seen during the inspection. With the lack of suitable equipment and apparatus, children are unable to effectively develop their

large-scale movement through climbing, balancing, swinging, sliding, pushing and pulling. The facilities at the school constrain effective teaching and learning. The school has made some purchases of equipment for peddling and it intends to provide more. There is, however, a difficulty with storage due to the cramped nature of the school's accommodation.

### **Creative development**

65. The well-planned range of techniques and media are successful in increasing children's confidence and creative skills. Teaching is good. Through a good, confident relationship with the teacher, these young children demonstrate the difference between body percussion and vocal sounds. They are developing their technique of printing with fruit and vegetables. Paint is put on with care and the object placed and lifted to make a clear print. However, after the first few successes, some children begin to scrub them across the paper and lose the print effect.
66. Children successfully develop their creative skills through opportunities in 'plan-do-review' sessions during where they have suitable opportunities to work with different materials and building kits. An awareness of the design process is being developed.

### **ENGLISH**

67. Standards are satisfactory at the end of both key stages. The school has responded positively to the weaknesses that were identified at the time of the last inspection in spelling in both key stages and in reading in Key Stage 1. As a result, strategies to raise standards in these areas have been introduced and inspection evidence indicates that these are beginning to be effective, especially in Key Stage 1. Additional literacy support from learning support assistants in both key stages and the recent appointment of a reading recovery teacher to work with the younger pupils places the school in a strong position to raise standards. Although standards in writing are generally satisfactory at the end of both key stages, a greater focus on planning to teach aspects of writing in other subjects other than literacy would help raise standards.
68. Pupils make good progress in speaking and listening in Key Stage 1 and standards are satisfactory overall by the age of seven. A minority of pupils find it difficult to concentrate for long periods and learning support assistants often support teachers well in group sessions, encouraging these pupils to listen and praising them when they either answer a question or concentrate well. All teachers encourage pupils to talk with a partner when solving problems, thereby encouraging them to practise and improve their speaking and listening skills. By the end of Key Stage 2, most pupils listen well and are confident speakers. They also co-operate and work well together, listening to each other's opinions without interrupting, as was seen in a dance lesson when pupils were placed in groups and encouraged to talk and organise their own dance routine.
69. By the time they are seven, pupils are developing positive attitudes as they enjoy reading and are keen to talk about their books. They talk about familiar characters that occur in many of their reading books and use picture clues well to support their reading. The school's focus on introducing strategies to teach the pupils phonics (how to identify and combine the separate sounds in words) are effective as the majority of pupils read unknown words by applying the skills they are taught. The additional literacy support offered to some pupils and the support given to pupils with special educational needs is also having a positive impact on standards because they are more able to play a full and active part in classroom activities. By the age of 11, most pupils read a range of

books confidently and talk about their favourite authors, such as Jacqueline Wilson, Philip Pullman and J K Rowling. Some pupils belong to the local library and the majority is familiar with the layout and organisation of the school library. They explain the meaning of the words contents, index and glossary and use these features when searching for information. The school has allocated 30 minutes specifically for reading activities every day, although the sessions observed lacked structure and this limited opportunities for pupils to improve their reading skills. A minority of pupils in Year 6 still has negative attitudes to reading, which they described as 'boring'.

70. Pupils' standards in writing are satisfactory at the end of both key stages. Whilst scrutiny of work indicates that by the end of Key Stage 1 most pupils are beginning to form their letters correctly and some join them successfully, the teaching of handwriting is not given a high enough priority for the younger pupils. Also, those observed working in class are not always expected to apply and practise their handwriting skills in their written work. Standards of presentation vary considerably, with untidy work often being accepted in both key stages. Pupils in Key Stage 1 have opportunities to write at length, although much of their writing consists of single sentences responding to questions. Some use words well to create vivid descriptions such as 'the colours on her wings shimmered in the sunlight'. Pupils in Key Stage 2 have the opportunity to write for a range of purposes and audiences and, although computers were not used in classes to support writing during the course of the inspection, they sometimes use their word processing skills to produce both factual and descriptive writing to complement their handwritten work. Higher attaining pupils use the full range of punctuation well and they spell the majority of the words they use accurately. They select words with care and show an awareness of audience. For example, one pupil began a story, 'As the rain crashed down onto her dark green raincoat she was not prepared for what was about to happen'. Although many already produce handwriting to a good standard, pupils in Years 5 and 6 still practice handwriting daily. Pupils are taught to draft out longer pieces of work and they refer for support to a 'guidance checklist' that impacts positively on the quality of their writing. Great emphasis is also placed on pupils writing out their spelling corrections, a routine established throughout the school and supported by the learning of spellings being set regularly for homework. However, there is no evidence to show that pupils are either taught common spelling patterns, how to identify words within words or to learn spelling rules that might help them in their writing. Nevertheless, scrutiny shows that the quality of spelling, whilst still unsatisfactory, is improving slowly, although a focus on ensuring that commonly used words are spelled correctly in subjects across the curriculum would also have a further positive impact on standards.
71. The quality of teaching is satisfactory in both key stages. Teachers and learning support assistants work well together to ensure that all pupils, including those with special educational needs, are fully included in lessons. Teachers use praise effectively and pupils are well managed, encouraging them to develop positive attitudes to their work. Pupils are told what they are expected to learn and teachers review lessons well. Successful lessons maintain a good pace and retain the pupils' interest and enthusiasm, such as a lesson with Years 5 and 6 where pupils enjoyed learning about metaphors and similes, one saying 'metaphors and similes paint better pictures'. Teaching is less successful when the pace slows, pupils fail to concentrate well and many are not motivated sufficiently to complete the set task successfully. Unsatisfactory teaching occurred in two lessons. In the first, the pace of the lesson was insufficiently brisk to enable pupils to maintain interest and concentration in the lesson. In the other, a reading session lacked sufficient structure and groups of pupils, who were working unsupervised, made little effort and learned little in the lesson. Most work is marked and teachers' comments sometimes challenge the pupils to greater

efforts. For example, one teacher writes 'Some are a bit ordinary – try and make them extra-ordinary.' Targets are set in many books and this is helpful, ensuring that pupils have a clear idea of what they are expected to achieve. Marking is particularly useful on those occasions when work is analysed and suggestions to improve standards are detailed for the pupils. However, this assessment is not always reflected in teachers' planning and therefore learning objectives are often too general and do not take account of the learning needs of the pupils. There is no evidence to suggest that the results of national tests have been analysed sufficiently to help teachers set literacy groups effectively.

72. Pupils with special educational needs receive extra support in class and are withdrawn for additional support in reading and writing. They have individual education plans that contain detailed learning objectives. These pupils are supported well by learning support assistants who are well informed and work very closely with classroom teachers.

## **MATHEMATICS**

73. Standards observed during the inspection are satisfactory at the end of both key stages and all pupils, including those with special educational needs, make sound progress. The school has initiated a number of strategies to improve its provision. The National Numeracy Strategy has been introduced effectively and this has helped the school to improve its planning for the subject. Professional development has been arranged for all teachers and the co-ordinator attended a course on her role. Group targets have been introduced to focus on the needs of different groups of pupils and the success of these measures is demonstrated in the increased proportions of pupils who attain higher standards in the national tests.
74. In Key Stage 1, pupils develop a satisfactory understanding of the number system and younger pupils add and subtract numbers to ten, sequencing numbers to 100. They begin by counting in twos and develop their understanding of place value by sorting larger numbers with three digits. Older pupils add and subtract two digit numbers and they use simple fractions accurately. By the end of Year 2, many pupils are working securely at the higher Level 3 in their work with number. However, all the lessons seen during the inspection were with number and there is insufficient evidence in pupils' books of work with non-standard and standard measures of length, capacity and mass as well as work with common two and three-dimensional shapes.
75. In Key Stage 2, pupils work confidently with number. They demonstrate a good understanding of the four rules of number and inverse operations. The more able pupils work confidently with fractions to three decimal places and they convert simple fractions to percentages. Pupils measure angles accurately and they have a good understanding of co-ordinates in four quadrants. Many pupils have a secure understanding of the number system and this allows them to work well with negative numbers. They work well with graphs, which they interpret accurately. Again, however, there is insufficient evidence of work with shape, space and measures to ensure that pupils achieve as well as they can in this aspect of mathematics.
76. The school teaches the skills of numeracy satisfactorily. The National Numeracy Strategy has been introduced effectively with guidance from the local education authority. Many pupils have a good, instant recall from memory of number bonds and multiplication facts. However, other pupils have not developed this knowledge and this limits the speed and accuracy at which they are able to work. Portfolios of pupils' work

have been introduced that contain samples of work to which teachers have assigned the year group of the National Numeracy Strategy that best fits this work. However, teachers do not assign National Curriculum levels of attainment to the work, which would assist their knowledge and understanding of the progressive nature of the National Curriculum. This is important because some lesson objectives are not sufficiently clear for teachers to be able to assess whether or not pupils have achieved the learning intentions of the lesson.

77. The quality of teaching is satisfactory in both key stages with some good teaching. Lessons are happy occasions because good relationships exist in the school and teachers manage the pupils well. Pupils have good attitudes to lessons but many have poor learning skills: they have difficulty sustaining concentration for long periods and many cannot work without adult supervision. These difficulties are generally overcome well by teachers maintaining a brisk pace to the lesson and the learning support assistants provide a good quality of additional adult support for pupils. Planning for lessons is satisfactory and, guided by the targets set for groups of pupils, tasks are set with different levels of difficulty to meet the varying learning needs of the pupils, including the higher attaining pupils and those with special educational needs. However, daily assessment is not used well enough to identify what pupils already know, understand and can do, to plan tasks that are focused on what pupils need to learn next. Consequently, sometimes work does not provide sufficient challenge for pupils and does not extend what they can already do.
78. The marking of pupils' work is often good in Key Stage 1 with guidance on how pupils can improve but, in Key Stage 2, marking is generally limited to correcting pupils' work. The presentation of pupils' work is often unsatisfactory: it is untidy and poorly laid out, often omitting dates and titles, and many pupils are slow to learn to write numerals correctly. Assessment procedures are in place but this is not used well enough to guide curriculum planning that will raise standards. Guidance is provided for parents on how they can help their children with mathematics at home and number and multiplication facts are sent home with the pupils regularly.

## **SCIENCE**

79. The standard of work seen in the school during the inspection showed pupils' work in both key stages to be satisfactory. Overall, pupils, including those with special educational needs, make sound progress. A focus has been given to the professional development of teachers with attendance on science courses and training provided within the school by the subject co-ordinator. This has resulted in a steady upward trend in pupils' standards over the three years to 2001 as demonstrated by the results of the national tests. The present work on scientific enquiry and portfolios of pupils' work is further support for teacher confidence and raising pupils' standards of attainment.
80. In their work on forces, pupils in Year 2 have a sound understanding of what movements are a push or a pull. Through good questioning, the teacher challenges them well to plan a fair test and confidently gives support, leading pupils through the stages starting with what they need to find out and a prediction of possible results. However, pupils experience difficulty in recording a reason for their prediction. Pupils of all abilities make sound progress and are beginning to recognise the importance of collecting data to answer questions.
81. An analysis of pupils' work shows that they make sound progress in knowledge and

understanding of science. Teachers are placing an increasing emphasis on pupils undertaking their own investigations recording on an agreed format to promote systematic enquiry. All pupils enjoy investigative work, and this is especially beneficial to pupils with special educational needs, who receive good quality support from learning support assistants and other pupils in the class.

82. At the beginning of their work on solids, liquids and gases, pupils in Year 6 make sound progress towards identifying examples and the characteristics of the properties of these three states. They work well in small groups, discussing their ideas and supporting each other. Pupils with special educational needs make good progress in their understanding through quality discussions with the learning support assistant.
83. An analysis of previous work shows that pupils make sound progress. Teachers ensure that there is sufficient depth to the topics covered for pupils to develop their knowledge and understanding. However, there is limited evidence of pupils' work that provides sufficient challenge. Year 6 pupils, for example, are successfully improving their investigative skills but they are sometimes overly reliant on the school's agreed format when recording their investigations. An appropriate range of mathematical skills of graphs and calculations, tables and charts is evident. However, when the computer is used to support science work it is conducted away from the work to which it is associated. This has a detrimental effect in as much as pupils do not see information and communication technology as an integral part of science work.
84. The quality of teaching is satisfactory in both key stages. Teachers are gaining in confidence and the work on science enquiry is having a positive effect on pupils' standards. Teachers plan together well, so they regularly share ideas about what works well in lessons. Where teaching is good, it is based on good subject knowledge, good questioning, an emphasis on the use of scientific vocabulary in pupils' responses and the availability of a good range of resources. Assessment is effectively organised at the beginning and end of each topic. However, ongoing assessment is not always sufficiently rigorous to identify the next step in learning. This is partly due to short-term planning where learning outcomes are at times too general and tasks set do not always meet the needs of all pupils. The assessment of pupils' investigative skills is developing across the school. A tracking system has been initiated through which pupils' progress in annual assessments can be followed. It does not, however, sufficiently identify areas for improvement in order to raise pupils' standards.

## **ART AND DESIGN**

85. No lessons were observed during the inspection and, therefore, a secure judgement on teaching is not possible. A scrutiny of pupils' work including sketchbooks, photographs, teachers' planning, work on display and discussions with pupils indicate that pupils' attainment, including those with special educational needs, meets national expectations at the end of both key stages.
86. Pupils learn to use a range of techniques including drawing, painting, collage, printing and sketching. They use pencils, oil pastels, charcoal, paint, clay, fabric and ink with increasing skill as they move through the school. Sketchbooks are used well in all classes. Pupils in Key Stage 1 use a computer program to investigate shape, colour and pattern. They show a clear progression of work and marking often helps these pupils to focus on raising standards. For example, in one book the teacher writes 'Look at the colours you are using. These are not the colours on the toys you are drawing!' In Key Stage 2, sketchbooks used by Year 6 pupils show observational drawings in

pencil of plants and florets. They compare and contrast patterns and establish good cross-curricular links to history when they study patterns found on Greek pots. Self-portraits are well proportioned. An 'art week' held during the year enabled all staff to teach a range of skills and techniques and the decorated wooden tiles near the entrance of the school are testimony to some of the pupils' efforts. A visiting artist helped pupils paint murals on the playground walls. In order to gain an 'artsmark' award, more time is to be given to individual art and design lessons to allow more pupils to complete the tasks set.

## **DESIGN AND TECHNOLOGY**

87. From the evidence of a scrutiny of pupils' work, photographs, teachers' planning and talking to pupils, pupils' attainment, including those with special educational needs, meets national expectations in both key stages. It was only possible to observe one lesson during the inspection, so it is not possible to make a secure judgement on the quality of teaching in either key stage.
88. Through the scrutiny of work available and photographs, it is evident that pupils have a suitable range of experiences throughout the school within the time given to the subject. However, regular allotted time would be more effective in developing pupils' skills, knowledge and understanding. The design and technology week had a positive effect on pupils' understanding of the design process. By the time pupils are seven, they have had a suitable range of experiences using various materials to build or make, such as card and salt dough, and they use construction kits. Pupils develop their understanding of the designing and making process through recording in their 'plan-do-review' books.
89. By the time pupils are 11, they have been involved in a suitable range of experiences that include designing and making pop-up books for children of a specific age group, photo frames, glasses cases, and making sandwiches in food technology lessons. From the records in their technology books, it is evident that pupils make sound progress in the design element of the subject. By Year 6, designs are clearly annotated, needs are listed and pupils evaluate their products. Completed products are finished to a satisfactory standard. The school makes some use of national guidance to support planning. However, there remains insufficient identification of the key skills and methods to use in order to assess pupils' abilities and effectively plan to take learning forward.

## **GEOGRAPHY and HISTORY**

90. Geography and history are planned to be taught alternately each half term and pupils use one book to record their work in both subjects. Pupils' attainment in these subjects does not meet national expectations. This is because insufficient time has been given to these subjects in recent years. A scrutiny of pupils' work reveals that, although the National Curriculum Programmes of Study are studied, very little work has been done. Some topics include no more than a few worksheets and, consequently, the subjects are not covered in sufficient depth to allow pupils to attain the nationally expected standards. Consequently, the limitations of the school's provision means that teaching is unsatisfactory in these subjects overall.
91. There are indications that the situation is improving. During the inspection, two of the four classes had a geography lesson focusing on India and Jamaica and another had a

history lesson on Ancient Egypt. Pupils enjoyed these lessons and showed interest in learning about other times and places. They are developing an understanding of other countries that are different to their own, as well as gaining some experience in using maps. The older pupils in Year 4 and Year 5 showed much interest in the Ancient Egyptians but, due to re-organisations in the school, some of these pupils studied the Ancient Egyptians two years ago. Given the limited time that has been given to the subjects, pupils have insufficient understanding of the human and physical features of the local environment and other localities. In history, pupils do not have a suitably developed sense of chronology nor sufficient knowledge and understanding of past periods and the significant changes of the time.

92. The teaching in the lessons seen was satisfactory, overall. Teachers had created interesting displays of artefacts that stimulated pupils' imagination. Lessons were suitably planned with activities to develop pupils' understanding and pupils responded well, generally showing interest. When this interest waned, teachers were quick to bring the class together and ensure that pupils paid sufficient attention. As this was the first week of the school year, it is necessary for these lessons to be consistently part of the weekly timetable and for each to be given equal time to the other foundation subjects for standards to improve.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

93. The previous report in October 2000 commented that pupils made sound progress in information and communication technology and that more could be done to extend the learning of those more competent in using information and communication technology. It commented that leadership in the subject was developing. The key issue stated that the school should continue to raise standards in information and communication technology. Pupils have made good progress and standards in both key stages now meet national expectations. This recent improvement has been achieved in a number of ways, most significantly:
- effective leadership by the information and communication technology co-ordinator,
  - increasing the number of opportunities to use computers both during the school day and as an extra-curricular activity,
  - beginning to make pupils aware of how information and communication technology can assist them in their work across the curriculum,
  - increasing the number of computers,
  - networking computers throughout the school,
  - improving the range of software to support subjects across the curriculum,
  - establishing a system to track pupils' progress from year to year.
94. The school is now in a strong position to raise standards by ensuring that computers become an integral resource that supports learning in all subjects of the curriculum. During the inspection, no computers were used in the lessons observed. Neither was there evidence that computers have been used regularly to either create sequences of instructions to make things happen, for example, by linking the computer to a switch through a control box or to model events on the screen, enabling pupils to identify patterns and relationships.
95. In Year 2, pupils 'log on' and navigate through folders to open specific files. They also know how to save work and retrieve it later if necessary. They draw pictures using both 'freehand' and geometric tools and know the difference between them. They are becoming confident in simple word-processing skills and know that the computer

allows them to correct and improve their work. Pupils in Year 4 use a data-handling package to create pie charts. They use the information from a class database and then move this information into a word document. They explore simple three-dimensional simulations. Pupils in Year 6 can enter, use and interpret data on a spreadsheet. They are showing an increasing awareness of audience when presenting their findings, combining print, pictures and data well. They interrogate the Internet and use the information to support their work in other subjects, such as the topic on the Victorians in history. Pupils throughout the school use spellcheckers to help them spell words accurately and pupils in Years 4 and 5 used special keyboards that enable them to have the advantage of keyboards whilst working at their desk.

96. The co-ordinator, who was absent during the course of the inspection, normally undertakes the majority of teaching. She also plans with and teaches alongside class teachers, supporting them in their role when using information and communication technology in lessons. Teaching observed was satisfactory. Only two lessons were seen, both in the computer suite. In the first, Year 1 pupils practised controlling the mouse, dragging pictures across the screen. A few attempted to write captions before the end of the lesson. In the other lesson, the teacher's detailed planning supported teaching well and skilled questioning motivated the Year 6 pupils as they were introduced to the concept of spreadsheets. They were able to compare information and communication technology with alternative methods as the limited access to computers meant that half the group recorded data using paper and pencil, whilst the rest entered it on the computer, before swapping round halfway through the lesson. Pupils with special educational needs are fully included in lessons, receiving good support from both teachers and learning support assistants.
97. The co-ordinator is knowledgeable, extremely well organised and enthusiastic. She provides good support for her colleagues. With the support of both staff and governors she has raised the profile of information and communication technology in the school and this has impacted positively on the attitudes of the pupils. The school has adopted the nationally produced scheme of work for information and communication technology and has also recently purchased textbooks to support teachers during the co-ordinator's planned absence from school. Plans are in hand to strengthen links with the local technology college and to increase the role of computers in supporting other subjects.

## **MUSIC**

98. Standards throughout the school meet national expectations and pupils enjoy music activities. A few pupils take the advantage of specialist tuition in playing the flute, violin, saxophone and keyboard. Music is subject to a development programme that includes the use of the new music policy, teachers planning together, support for staff from the music co-ordinator, developing links with information and communication technology and more opportunities for pupils to perform.
99. Pupils in Key Stage 1 are familiar with the terms body percussion, vocal sounds and instruments. Younger pupils have fun making and copying a range of sounds using body percussion and vocal sounds. In Year 2, pupils are able to transfer their skills using their voices and instruments to make long and short sounds. Working in pairs, these pupils explore making long and short sounds with satisfactory success. They are developing an understanding of how two different instruments can be played together with good effect.

100. Pupils in Key Stage 2 illustrate a sound understanding of the terms tempo, rhythm and pitch when describing how music is used descriptively to represent different animal characteristics in Saint Saen's 'Carnival of the Animals'. Pupils are confident and eager to share their pictorial interpretations of 'The Aquarium' track from the same piece.
101. From the scrutiny of work, it is evident that pupils have the experience of composing and performing using symbols or the pentatonic scale. They listen to, and write, their likes and dislikes to some well-known musical pieces such as 'The Planet Suite' by Gustav Holst. In assemblies, pupils sing tunefully with clear diction but there is limited use of dynamics. A singing club has been initiated for pupils from Year 2 upwards to promote pupils' enjoyment and to develop their skills.
102. The quality of teaching and learning throughout the school is satisfactory, overall. Lessons are planned to ensure pupils enjoy music sessions and develop their listening and evaluative skills, but planning does not always take into account the different ages and abilities of the pupils. Although there is a structured approach to teaching music, there is still need for more detailed guidance to help teachers plan their lessons, particularly in using the vocabulary associated with music correctly and confidently. There is no effective system for assessing and recording pupils' progress that supports the planning of future work.

## **PHYSICAL EDUCATION**

103. No lessons were observed in Key Stage 1 and therefore no secure judgement on either teaching or standards is possible. Two lessons were seen in Key Stage 2 and these took place in the small, cramped playground. The small hall restricts opportunities for physical activity due to the low ceiling and limited space. Consequently, standards in physical education are unlikely to be satisfactory overall because the constraints of the school site and facilities inhibit the teaching and learning of some aspects of the curriculum, especially gymnastics and dance for the older pupils. However, as it was not possible to observe all aspects of the curriculum for physical education, it is not possible to make a secure judgement about teaching and learning in the subject. Pupils in Years 4, 5 and 6 attend the local swimming baths and the majority can swim 25 metres before they leave the school.
104. Two lessons were observed in Key Stage 2. Year 6 pupils were introduced to the first of a series of dance lessons on the theme of 'gang warfare'. Pupils listened and responded well to the teacher's suggestions. The strength of the lesson was the way in which the pupils worked well together, beginning to put together a series of movements to be developed in future lessons. The lesson took place on the playground but, even here, restrictions on space inhibit free and flowing movements. The other lesson involved the development of pupils' tennis skills and was led by two coaches from the local tennis club and overseen by the class teacher. Pupils demonstrated that they knew how to hold the tennis rackets and during the lesson practised both volleys and forehand strokes. Unfortunately, the lack of space meant that pupils worked facing into the sun in order to prevent tennis balls from rolling under the gate and into the road.
105. Teaching in the two lessons observed in Key Stage 2 was good and was characterised by the enthusiasm and knowledge of the teacher and coaches. Both lessons made the best possible use of the space available and engendered very positive attitudes in the pupils. Discussions with pupils indicated that despite the lack of space available their

enthusiasm for all aspects of sport and physical exercise is undiminished, a testimony to the teaching and the positive attitudes developed in difficult circumstances. Use is made of a public, grassed area close to the school for some games lessons when possible and links have been established with local schools for pupils to take part in swimming competitions, cricket, football, rugby tournaments and an athletics day. Planned extra-curricular activities include a table tennis club and a football club.