

INSPECTION REPORT

COLLATON ST MARY CE PRIMARY SCHOOL

Paignton

LEA area: Torbay

Unique reference number: 113476

Headteacher: Mr P Mantell

Lead inspector: Dr Tom Simpson

Dates of inspection: 15th to 17th September 2003

Inspection number: 255857

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	202
School address:	Blagdon Road Paignton
Postcode:	TQ3 3YA
Telephone number:	01803 556433
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Appropriate authority:	The governing body
Name of chair of governors:	Rev David Treby
Date of previous inspection:	May 1998

CHARACTERISTICS OF THE SCHOOL

Collaton St Mary is an average sized Church of England Primary School serving part of the town of Paignton. The socio-economic background of the pupils is mixed and their attainment on entry varies widely. Overall, however, the latter is around average. There are very few pupils from ethnic minority backgrounds or for whom English is an additional language. The percentage of pupils with special educational needs is below average. However, the percentage of pupils with a Statement of Special Educational Need is above average. This is a popular school and the inward mobility of pupils greatly exceeds the number that leaves the school before the normal transfer time. It has received several achievement awards from the Department for Education and Skills.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10428	Dr Tom Simpson	Lead inspector	Science, art and design, music, English as an additional language, the Foundation Stage curriculum.
9756	Mr Ken Parsons	Lay inspector	
14997	Mrs Val Emery	Team inspector	English, history, geography, special educational needs.
30438	Mr Roger Guest	Team inspector	Mathematics, information and communication technology, design and technology, physical education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school where teaching is very good overall and the pupils achieve very well. It is very well led and provides very good value for money.

The school's main strengths and weaknesses are:

- By the time they leave the school, pupils reach standards which are largely well above the national average.
- Teaching is very good overall.
- Pupils' attitudes and behaviour are very good.
- The school is very well led and managed by the headteacher and senior staff.
- The pupils are very well cared for.
- Pupils do not have enough say over the course of their own learning.
- Work set in investigative science is not matched closely enough to the needs of different pupils.

The school has improved significantly since the last inspection. Standards are now much higher. Teaching, leadership and management have all improved greatly. Relationships, behaviour and links with parents and the community are now better. The school has addressed the issues raised in the last report very well. There are no areas in which the school has declined.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2000	2001	2002	2002
English	A	B	A*	A*
Mathematics	B	C	A	A
Science	A	D	B	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils entitled to free school meals.*

Overall achievement at the school is very good. Achievement in the Foundation Stage and in Years 1 and 2 is good. It is very good in Years 3 to 6. Standards are above average in reading, writing and mathematics at the end of Year 2. They are well above average in English and mathematics at the end of Year 6 and above average in science. Most children will reach all the goals they are expected to reach by the time they leave the reception class and a significant number will exceed these. Standards in information and communication technology are a particular strength of the school. The A* in the above table means that the school's results were in the top five percent nationally in 2002 – the latest reporting year.

Pupils' personal qualities are very good. They relate very well towards one another and to the adults in the school. Provision for their spiritual, moral, social and cultural development is very good and they respond very well to this. Behaviour is very good in lessons and around the school and the pupils have very positive attitudes towards their work. They enjoy coming to school. Attendance is above average and most pupils are punctual despite the heavy traffic congestion that they have to face at the beginning and end of the school day.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is very good overall. It is good in the Foundation Stage and in Years 1 and 2. It is very good in Years 3 to 6. Teaching in English and information and communication technology is particularly good. Strengths within teaching include high expectations of work and behaviour. Clear planning is mostly well informed by the results of very good assessment procedures. The good and very good teaching impacts very well on the pupils' acquisition of new skills and knowledge. Most respond very well to the teachers' good subject knowledge and enthusiasm and apply themselves very well to their tasks. They work well together collaboratively. From time to time, however, they do not have enough opportunities to develop the skill of working independently or have enough say over the course of their activities in areas such as investigative science.

A good quality and rich curriculum is provided for the pupils and provision for pupils with special educational needs is very good. The school provides a good range of extra-curricular activities and a good number of outside visits and visitors to the school further enhance the overall provision. The accommodation and resources for learning are very good. The pupils are very well cared for and have a very good and trusting relationship with the adults in the school. Partnerships with parents and the community are very good, while links with partner institutions are good. All these factors contribute very well to the quality of pupils' learning and to the standards they are reaching.

LEADERSHIP AND MANAGEMENT

Overall leadership and management at the school are very good and this has had a significant impact on the standards and improvements that have been achieved

The headteacher and other senior staff have a strong vision for further improvement and all staff have a high level of commitment to raising standards and improving the quality of education even further. The school has comprehensive and regular self-evaluation procedures and these represent the school's needs and aspirations very well. Systems of financial management are very good and the principles of best value are fully in place. The school uses its resources very well. The governing body both challenges and supports the work of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high regard for the school. They are particularly positive about the quality of the teaching. They have no major concerns. Their children are also positive about the school. They believe that their views are respected by the staff and that they are given an appropriate level of responsibility.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- The pupils should have more say over the course of their own learning.
- Work set in investigative science should be more closely matched to the needs of pupils with different levels of attainment.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are above average by the end of Year 2 and well above average by the end of Year 6. Achievement is good in the Foundation Stage and in Years 1 and 2. It is very good in Years 3 to 6. By the end of Year 6, pupils reach standards that are well above average in English and mathematics and above average in science.

Main strengths and weaknesses

- Standards in English and the contribution of literacy towards learning in other subjects are particular strengths.
- Standards in information and communication technology are well above average and this subject contributes very well to learning across the curriculum.
- Standards in investigative science are not as high as those in the more knowledge based elements of the subject.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	18.1 (16.7)	15.8 (15.7)
Writing	15.6 (14.2)	14.4 (14.3)
Mathematics	17.2 (15.9)	16.5 (16.2)

There were thirty pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	31.4 (28.1)	27.0 (27.0)
Mathematics	29.7 (26.5)	26.7 (26.6)
Science	29.2 (28.1)	28.3 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

1. In 2002, results in the National Curriculum tests for pupils at the end of Year 2 were well above the national average in reading and writing and above average in mathematics. In the same year's tests for pupils at the end of Year 6 (SATs), results were very high in English, well above average in mathematics and above average in science. In 2003, results in Year 2 were still well above the previous year's national average overall. In Year 6, where there was a number of pupils with a Statement of Special Educational Needs, overall results were lower than the previous year, but again still above the 2002 national average. Standards in English were again well above average. National comparative figures for 2003 are not yet available. Results in English over the past few years have been regularly well above

average and the school has received several achievement awards from the Department for Education and Skills because of the high standards it has been achieving. Overall trends in improvement are close to the national trend, but the trend in English is clearly above this.

2. Current standards in English, mathematics and science are above average at the end of Year 2. At the end of Year 6, they are well above average in English and mathematics and above average in science. Pupils' skills in English contribute well to their learning in other subjects. Pupils enter the reception class with broadly average standards and their achievement is good in the Foundation Stage and Years 1 and 2. By the time they leave the school, their achievement has been very good. This judgement and that relating to current standards is substantiated by an analysis of the school's own effective tracking system. There are a number of reasons for this very good achievement. One is the pupils' own response to the school's high expectations of them. Most are keen to learn and are very well behaved in lessons. Another is that the school is very efficiently managed by the headteacher and the senior staff. The main reason, however, relates to the frequently very good quality of the teaching. The teachers are well informed and enthusiastic. They use good quality modern resources in an imaginative way and impart knowledge and skills to their pupils very effectively. Children in the Foundation Stage will reach the early learning goals in all the areas of learning by the time they reach Year 1 and some will exceed these – particularly in communication, language and literacy. Current standards are significantly higher than at the time of the previous inspection.
3. Examples of standards being reached in English include a Year 2 lesson exploring common spelling patterns and time sequences in stories. Many pupils were already reading at a level much higher than the expected level and achieving well in their writing. The pupils were achieving well because of carefully planned, interesting and consistent teaching. In a Year 6 lesson, very inspired teaching resulted in the pupils using powerful, effective vocabulary in their first drafts of poems. Over 75 percent of the pupils were working clearly within the higher Level 5 of the National Curriculum. Mental and oral numeracy is a particular strength of the mathematics at the school, while older pupils have a particularly good knowledge of place value and decimal fractions. Pupils have a good and frequently very good knowledge of scientific facts. However, their understanding of scientific investigation is less secure. The main reason for this is that they do not have enough opportunities to design their own investigations to solve scientific problems. Provision for information and communication technology is very good and teachers have well developed skills in its delivery. As a result pupils achieve very well in this subject and are able to use the skills they have gained very effectively in gaining knowledge in other subjects – especially science.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their spiritual, moral and social development are very good and their cultural development is good, making these aspects of their development very good overall. Their attendance and punctuality are both good.

Main strengths and weaknesses

- Pupils have very good attitudes to their learning which impacts very well on the standards they are reaching.
- They have many opportunities to develop responsibility and take these very seriously.
- Behaviour is very good – both in lessons and around the school.
- Although relevant issues such as racism are successfully confronted through the school's provision for personal, social, health and citizenship education, the cultural diversity of this country is not celebrated as much as it could be.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.0
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

- The pupils are attentive in lessons. Nearly all – including those with special educational needs - want to learn and to succeed. They are often enthusiastic about the work they are set and co-operate well with one another when they have the opportunity to work together in pairs and groups. They respond very well to the high standards set for them by their teachers and the other adults in the school. Good examples include a Year 4 art and design lesson where pupils discussed the work of well known artists prior to designing a chair which showed the character of its owner. Although the concept was challenging, the pupils all felt confident enough to make their own sensible contributions to the debate. They co-operated very well with one another during very productive paired brainstorming sessions and the standard of their analysis was consequently well above what one would expect from pupils of this age. The pupils enjoy coming to school and their attendance is above average.
- The pupils have a very good understanding of right and wrong. Most behave very well and want to please their teachers. They like coming to school and respect the provision that is made for them. The school has a good range of reward strategies and the pupils are clear about the sanctions that are available. The pupils themselves say that the teachers listen to them and take their views seriously. They are involved in the construction of their own class rules. They are clear about what to do and who to speak to if they have problems. Several are elected members of the school council and find this role very rewarding. There have been some isolated cases of bullying – but the pupils report that these are dealt with effectively by the staff. The staff themselves provide very good role models who show considerable concern for the needs and opinions of the pupils in their care. The pupils have initiated a number of very productive fund raising activities to support those they realise are worse off than themselves. Most mature very well during their time at the school.

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	167	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Black or Black British – Caribbean	1	0	0
Chinese	1	0	0
No ethnic group recorded	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

6. The school is very much part of the church family and assemblies provide opportunities for the pupils to pray and reflect in a profoundly Christian environment. In one assembly seen during the inspection, for example, the headteacher individually introduced the new reception children to the school. As each child's name was read out, the rest of the pupils said a special personal prayer for them. They all took this exercise very seriously and it was quite a moving occasion. In many lessons the pupils also have the opportunity to reflect or to experience excitement and wonder. In a Year 6 science lesson, for example, the pupils were very stimulated by an internet program which enabled them to explore a range of different animal habitats.
7. Cultural provision is greatly enhanced by a wide range of out of school visits and visitors to the school. These include artists and musicians. A full and rich curriculum is provided. The school regularly plays music from different nations to the pupils and the work of major artists – including those from non-European cultures - is regularly studied. The school largely explores aspects of major world faiths and their associated cultures through the religious education curriculum. Pupils have had the opportunity to visit a local synagogue. Issues relating to the cultural diversity of this country are also explored through personal, social and health education lessons. Displays around the school, however, are not as representative of the multi-cultural dimension of this country as they could be – although the school is very inclusive otherwise. The school's provision for personal development and the pupils' response to this have improved since the last inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of the education provided is very good. There is a good and enriched curriculum and teaching is very good overall. The pupils are very well cared for.

Teaching and learning

Teaching and learning in the school are very good overall - with the highest proportion of very good teaching being found in Years 3 to 6. This represents a marked improvement from the findings of the last inspection. The quality of assessment of pupils' work is very good overall.

Main strengths and weaknesses

- Pupils are constantly encouraged by staff and are fully engaged in their learning.
- Clear planning is well informed by very good assessment information.
- Teachers have high expectations of pupils' standards and behaviour.
- Equality of opportunity is promoted very well and the needs of all pupils are met very well.
- Some teaching is too teacher controlled and this sometimes detracts from pupils' creativity and independent learning.

Commentary

8. The senior management's commitment to high achievement is reflected in very good teaching and learning - especially in literacy and information and communication technology. Teaching in mathematics is also good overall and contributes to continuing improvement in the standards being attained. Teachers have good subject knowledge. Most teaching is characterised by careful planning, high expectations, good use of resources and time, constant encouragement and challenge. Pupils respond well to the very good teaching and are well motivated to learn. In some lessons, however, the strong control of tasks by teachers inhibits pupils' creativity and independence of learning. However, here teaching and learning still remain satisfactory overall. Lesson objectives are regularly and clearly shared with pupils at the beginning of lessons but less often reinforced at the end to enable the pupils to assess their own progress. Pupils have homework books and speak of regular homework being given to support their learning. In one geography lesson seen during the inspection, pupils had collected data from home about their families' use of local amenities which they then analysed. Pupils with special educational needs receive

very good teaching from teachers and teaching assistants - both within the classroom and when withdrawn for specialist support. As a result most achieve very well. Teaching of children in the Foundation Stage varies from satisfactory to good – but is good overall.

9. The pupils are well motivated and sustain concentration and application in nearly all lessons. Very good assessment procedures and analyses of results are strong features of the school. Pupils’ results are thoroughly examined and the information gained is used to inform future planning. For example, areas that have been identified as weak aspects in test results are given more emphasis the following year. An area of relative weakness at the time of inspection was the lack of learning targets and developmental points set by teachers as part of marking. This contributes to the pupils being less aware of how they may improve towards the challenging targets being set. This is not so in literacy where marking was regularly seen to be purposeful and developmental and where pupils were more secure in what they needed to do to improve. There is a very good range of assessment strategies in place to inform planning for pupils with special educational needs. The school is currently exploring different approaches to teaching and learning in order to raise the quality of teaching even further.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	10 (30 %)	19 (58 %)	4 (12 %)	0 (0 %)	0 (0 %)	0 (0 %)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The breadth of both curricular opportunities and opportunities for enrichment is good. Accommodation and resources are very good.

Main strengths and weaknesses

- The broad range of worthwhile curricular opportunities enables pupils to achieve very well overall.
- The school provides a good range of enrichment and extra-curricular activities.
- Provision for pupils with special educational needs is very good.
- The very good quality and quantity of the accommodation and resources allow the curriculum to be taught very well.

Commentary

10. The school provides pupils with a good range of learning opportunities throughout the school. The curriculum for the Foundation Stage children has made very good improvement since the last inspection and is now good. Statutory requirements are met in all subjects, including religious education and personal, social and health education. The curriculum is reviewed regularly to take account of new developments and to improve the relevance and enjoyment for pupils. Particular care is taken to prepare pupils well for the next stages of their education, both within the school and when transferring to secondary education. Good programmes of work for all subjects help teachers to plan their lessons well. The school is making effective use of the fact that the curriculum is fully in place and has gone a long way towards developing good cross curricular links to enhance the learning and raise standards. This is particularly strong in English and information and communication technology.
11. The school makes good use of links with the local community and parents. Sporting clubs and coaching activities are a regular feature and there is good focus on the Arts - with art, choir, drama and dance

clubs. Music is a particular strength. Through gaining a grant, the school was able to buy a good number of musical instruments which pupils borrow. This gives them very good access to a wide range of peripatetic music lessons. Extra provision is made for pupils who are 'able and talented', both through an adapted curriculum and access to a special club.

12. A very good range of assessment and tracking information is studied carefully and the curriculum is modified very well to meet pupils' special educational needs. They have very good access to the whole curriculum. Their progress is carefully tracked through the use of well planned precise short term targets which are regularly reviewed by teachers and the senior management of the school. The school is now housed in a new building, which provides very good spacious accommodation. It is much improved since the last inspection and now allows for all aspects of the curriculum to be taught in full. A very good range of resources, which is well managed, gives good support to teachers delivering the well planned curriculum. This includes good use of the computer suite for subject and cross-curricular work. Regular use is made of a good sized hall. There is also good provision in outside hard and grassed areas for physical education.

Care, guidance and support

The school cares for its pupils very well and provides good guidance to help them learn effectively. It provides a safe environment. The staff provide pupils with very good support, advice and guidance and enable them to contribute very well to the life of the school by seeking and valuing their views.

Main strengths and weaknesses

- The school has effective child protection procedures in place.
- The school ensures that staff and pupils work in a healthy and safe environment.
- Staff work hard to develop supportive relationships with their pupils.
- There are effective arrangements to help new pupils settle into the school.
- The school seeks, values and where appropriate acts upon pupils' views.

Commentary

13. The school has good formal policies covering health and safety and child protection. These are well implemented. The new school buildings provide a pleasant environment designed to modern safety standards. Governors and staff are active in ensuring that working practices are safe, with comprehensive risk assessments carried out for activities such as school trips. The school works well with other relevant agencies, such as social services, where it is necessary to ensure the protection of its children.
14. The school's mission statement and aims both emphasise the importance of the individual within a Christian context and the school is effective in translating these ideals into practice. Although this inspection took place right at the start of the school year, teachers and other staff were already getting to know the pupils well and recognising their individual needs. Certainly, evidence from the previous year's written reports show how well teachers knew their charges as individuals. Parents believe that the school works well as a community and that its Christian ethos permeates it. Teachers do genuinely care about their pupils and under the very effective leadership of the headteacher they work well together as a team to share information and responsibility. They respond appropriately if a pupil is having problems. New arrivals are helped to settle in well, with reception children already working happily within the school's routines in just their second week in formal education. The school council is active and its deliberations are valued and acted upon by the school management team. It has its own budget to spend. There are also class councils that feed ideas to it. There is good interaction between teachers and pupils when they jointly formulate the class rules to be followed. Pupils value the school 'buddy' system under which older pupils look after younger ones. A peer mediation scheme, under which older pupils were trained to resolve issues such as playground disputes, has lapsed but will be revived. The school recognises that

certain groups of children need particular help and it has a pastoral support programme to provide additional assistance to these individuals. A particular member of staff becomes the pupil's mentor to oversee their welfare. External support is enlisted as necessary; for example from organisations such as the pupil referral service.

15. Induction arrangements for new pupils are effective. The local playgroup is close by and teachers from the school regularly visit it. In turn the playgroup regularly makes use of the school's facilities, and so children are used to the environment and the people before they join the school. Pupils' personal development is monitored formally in the early years, with less formal but nevertheless effective review for older pupils. Formal records of personal development are maintained for those pupils who have individual education plans. Class teachers track pupils' academic progress carefully through the year and when a pupil is identified as progressing less quickly than expected, swift action is taken to support them. Parents, for example, commented on the way that groups within classes are often fine-tuned. Pupils at the start of Year 6 are well supported as they prepare for their next school.
16. The school is located on a narrow country lane, with an inadequate pavement, poor street parking and no space within the school for parents' vehicles. A significant proportion of pupils are brought and collected by parents in cars. A minority of these parents do not show sufficient consideration for pedestrians or other road users. Clearly this potentially dangerous situation is not the school's responsibility. However, the school does need to persevere with its discussions with the responsible highway authorities on possible solutions with some urgency.

Partnership with parents, other schools and the community

Parents are very supportive of the school. They are clear about its ethos and they support it wholeheartedly. They believe they are kept well informed and are involved in the life of the school. The school has productive links with other schools and early years providers as well as other local organisations.

Main strengths and weaknesses

- The school produces excellent annual reports on pupil progress which are very informative and very personal to the individual pupil.
- Parents are kept well informed about what is going on in school.
- The school seeks parents' views and acts upon them well.
- There are very productive links with the local community.
- The school makes good use of its links with other schools and early years providers.

Commentary

17. Parents feel that they can actually see the difference in their children through the year and that they can see the positive influence of the school. It has the confidence of its parents and it lives up to their expectations. All parents are provided with very good information about the school and their own child's standards and progress. The annual reports on pupils' progress are comprehensive in scope, with details of curriculum coverage, level of attainment and effort, targets for development and useful personal comments in each subject of the curriculum. They are very personal to the individual child, an aspect much appreciated by parents. All parents agreed that they are kept well informed. This is done through a range of channels such as the reading and homework diaries, which include good opportunities for two-way communication between home and school. Parents are informed on a termly basis of the curriculum to be covered. The Governors' Annual Report is an interesting document which includes comprehensive information on the work of the school as well as examples of children's work. There are two formal meetings a year when parents can discuss progress with the class teacher, as well as information evenings for parents on topics such as preparation for Years 2 and 6 assessments and curriculum presentations.

18. The school has an open door policy and the headteacher and other members of staff make themselves available to parents to hear their views or resolve any problems. The school seeks parents' views through questionnaires and consultation exercises. It attempts to respond to parental concerns; for example by the establishment of a 'breakfast club'.
19. The school has a formal policy for parental involvement and uses it to involve parents in its work. Most parents do support their children's learning through their help with homework. A number of parents volunteer to help in school and their time and expertise is valued by staff. There is a strong parent, teacher and friends association which organises a varied programme of social and fundraising events for the children and adults.
20. Many parents have made a conscious decision to send their child to this church school and they see the links with the Church as being enormously strong. They are very satisfied with their decision and pleased with the way that the school's ethos is lived out by the staff. Parents feel that they themselves are part of this vibrant community and that their views are welcomed and responded to – 'people are respected, they look after everybody; that's how it is here'. Parents are confident that any concerns are dealt with effectively.
21. The school has very good links with the local community, particularly for a primary school. The main influence is of course the local parish, where the links are frequent and deep, with the local vicar a frequent visitor and the school in turn attending Church or supporting the parish. Pupils visit local residential homes to talk and sing to residents. Various visitors come into school to enhance the curricular provision in areas such as sport and history. A visit by two local magistrates, for example, provided a useful introduction to the workings of the legal system for older pupils. Local businesses have been supportive of the school; for example in helping to fund the provision of whiteboards or sponsorship of sports kit.
22. The school has strong links with the local pre-school group to provide an easy transition for children into their formal education. At the other end of the school, there are appropriate links with the local secondary sector, including being a link school with Paignton College. Collaton St Mary is collaborating with this school on a sports development project and also has access to its sporting facilities. The local cluster of primary schools is active; for example in meeting together to discuss issues and organising joint training sessions.

LEADERSHIP AND MANAGEMENT

The school is well governed and the head and senior managers provide very good leadership. The management of the school is very good. This represents an improvement since the last inspection and self-evaluation remains a strength.

Main strengths and weaknesses

- Senior managers are committed to ensuring highest possible standards and achievement.
- There is a clear vision shared by all for the continuing development of the school.
- The school has comprehensive and regular self-evaluation procedures, which it puts to very good use.
- The school's approach to financial management is very good.

Commentary

23. The governing body both challenges and supports the work of their school. The willingness to challenge is developing into a role of a critical friend. The two main committees work well with delegated responsibility and report back to the full governing body. The governors have a good grasp of the strengths and weaknesses of the school and are committed to its continuing development as a place of learning and service to the community. They have influence over the school development plan, which is subject to regular review. The governors are willing to take difficult decisions; for example with regard to

nursery provision, which is a sensitive community issue. They organise training and feedback for members and have ensured that all statutory duties have been fulfilled.

24. A reflective and analytical management team commit the school to high achievement, especially in literacy and numeracy. There is a commitment for all pupils to achieve well, which is successfully reflected in the school's results. Leaders provide very good role models for other staff with their refusal to be complacent. The school has appropriately reviewed the role of the deputy head as required by the last report. His work and contribution is now a strength of the school. The provision for pupils with special educational needs is very well managed by the special educational needs co-ordinator. Very close liaison between the co-ordinator and subject managers (in particular the English co-ordinator) enables very good access for all pupils to the whole curriculum.
25. The school's management systems are structured to facilitate learning, which they do very well. The administrative team are knowledgeable and competent and provide good support to the school's educational aspirations. The school's self-evaluation is a thorough and accurate reflection of its current state and is well used to inform future developments. The analysis of pupil achievement undertaken by the school is extensive and very well used to inform planning in the medium term to ensure all year groups progress well. Management reflects a school with positive ambitions for its pupils. Systems of performance management are embedded in the school structure and all staff are committed to further improve their performance. The school is linked with local colleges from whom it receives students. There are two student mentors on the staff.
26. Systems of financial management exhibit very good budgetary control and reflect the school's educational priorities very well. The school improvement plan is costed and budgets are regularly monitored by the head and senior administrator. Reports are given to governors at their regular meetings and specific grants are appropriately spent. The school applies the principles of best value very well and uses its resources effectively.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	436705
Total expenditure	453251
Expenditure per pupil	2243

Balances (£)	
Balance from previous year	56546
Balance carried forward to the next	40000

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

27. Children are admitted to the reception class at the beginning of the school year in which they become five. At the time of the inspection they had only been in school for less than two weeks and had just begun attending full time. They enter with a wide range of attainment – but overall this is around average in all the areas of learning. The unsatisfactory curriculum provided for the children was a key issue of the last inspection. It is now good and the recommended Foundation Stage Curriculum is fully in place, with a wide range of relevant activities provided to stimulate the children and support their learning. The physical environment is very good. There are appropriate induction arrangements in place and strong links with local pre-school providers. The reception class is shared by two part-time teachers. Teaching seen during the inspection ranged from satisfactory to good – but was good overall. Main strengths in the teaching include effective planning, high expectations of behaviour and achievement and clear explanations of the aims of lessons. Relative weaknesses include a teacher dominating a whole class discussion too much and not giving the children enough opportunities to express their own views. In view of the fact that the children had only been in the school for a very short period of time, any judgements made are also influenced by observation of last year’s baseline assessments and the current Year 1 pupils. The provision is managed well and achievement is good in all the areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Staff have a high regard for the children’s personal development and have a wide range of strategies in place to promote this.
- Occasionally children do not have enough opportunities to express themselves during a discussion.

Commentary

28. The teachers and other staff provide an environment which is conducive to good behaviour and the children respond well to this, most reaching the early learning goal in this area by the time they reach Year 1. All enter the room quietly and cheerfully at the beginning of the school day, leaving their parents without fuss and getting on with the activities that have been prepared for them. They are interested in their tasks and have good relationships with staff and with one another. They co-operate well with one another in group activities and share apparatus readily. From the outset staff teach the children rules and responsibilities and provide them with a range of simple classroom roles. From time to time teachers dominate discussions too much and this adversely affects the development of speaking skills by preventing the children from expressing themselves fully.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Literacy is planned for and delivered in a structured way.
- Non-teaching staff contribute well to children’s learning by providing effective support for activities such as guided reading.
- The children often reach standards above what is expected for their age as a result of the help and support they receive.

Commentary

29. Several of the newly admitted children have under-developed oracy skills. Occasionally, as a result of a teacher dominating a discussion, opportunities for developing these skills are missed. On the other hand, spoken language is well supported during all group activities with good oral interaction between staff and children, and there are regular opportunities for the children to talk about their activities and interests with other members of the class. Role play activities are provided where appropriate. Most of the children know their initial letter sounds, can recognise and write their name and are beginning to understand that stories have form and sequence. Their writing skills at the beginning of the school year are very wide ranging but evidence from last year's baseline assessments indicate that they achieve very well in this area and that a significant proportion will be working within the National Curriculum by the time they reach Year 1. Appropriate reading strategies are taught and most of the children are already developing a liking for books. One imaginative feature of the teaching seen during the inspection was the children using a small mobile computer to retell a story in the correct order. Support staff support activities well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The activities provided interest the children well.
- Tasks are well thought out and imaginative.

Commentary

30. The children are provided with interesting tasks that are well matched to their levels of mathematical development. For example, in a lesson seen during the inspection, the children wore 'detective' clothes and had to follow clues to solve a problem. There were links with physical activity – the children counting while they jumped. Most can already count to ten and some to twenty. They can identify shapes according to different characteristics and know the properties of a square. A wide range of good quality resources are provided to support their mathematical development. These include modelling clay, magnetic shapes, sand moulds and computer technology. Most are likely to reach the relevant early learning goals by the time they reach Year 1, and some will exceed these.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- A good range of interesting activities is provided.
- Children have good access to information and communication technology in the well equipped computer suite.

Commentary

31. Many of the children have limited access to computers out of school and so at the beginning of the term, their skills are limited. However, they are making good progress and most can already use simple programs independently. For example, they are able to choose and draw an appropriate item of food for the 'Hungry Caterpillar'. Many are aware that seeds need water in order to grow into plants, but are still uncertain about most of the survival needs of small creatures such as caterpillars. Most will reach the relevant early learning goals by the time they leave the Foundation Stage.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teachers have high expectations of the children's performance.
- The children can hop, skip and jump with confidence.

Commentary

32. Lessons contribute well to the children's personal development – particularly when having to listen clearly to instructions from their teacher and when having to put equipment into place or travel about the hall with due regard for the safety of others. Teachers demonstrate movements effectively and the children respond well. Several are chosen to demonstrate their own successes to the rest of the class. They move about the hall well in different ways and use benches and other apparatus effectively. During group activities they have the opportunity to develop fine motor control, while the outside play area is used effectively for large mobile apparatus. Most will reach the early learning goals in physical development by the time they reach Year 1.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The children have many opportunities for creative development and they enjoy these.

Commentary

33. The children paint pictures of butterflies using a splatter technique. They also use computer programs to create pictures. They paint pictures of themselves. They can connect their interpretation of the sounds made by different instruments with their concepts of different animals. Some of their ideas associated with different sounds are quite imaginative – such as 'a baby koala bear singing'! They learn and sing simple songs and rhymes on a daily basis. There was not, however, enough evidence to make a secure judgement on the standards they are likely to reach by the time they leave the Foundation Stage.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Very strong leadership supports good team work and a consistency of approach, resulting in very good achievement.
- Assessment is very helpful in providing information for support for pupils with special educational needs and in tracking all pupils' progress.
- Teaching and learning are good overall in Years 1 and 2 and very good in Years 3 to 6.
- Literacy skills are used well in other subjects.

Commentary

34. Attainment by the end of Year 2 is above average and by the end of Year 6 it is well above average in writing, reading and speaking and listening. Across the school, pupils achieve very well, both in comparison with schools nationally and similar schools. Standards have improved considerably and are much higher than at the time of the last inspection. Most notably, a very high proportion of pupils are doing better than expected for their age, particularly by the end of Year 6. The school sets itself very high challenging targets (80% Level 5) and is meeting these through high quality subject management and the good team-work of the teachers. This results in a consistency of approach and high level of challenge for pupils, particularly in the development of writing and spelling, making a significant contribution to the very good learning and achievement.
35. Higher standards stem from better planning of the curriculum, more effective teaching and learning and much improved systems for tracking and promoting each pupil's progress. Information is studied very carefully, analysed and relevant action plans are written. Very close liaison between the teachers, special educational needs co-ordinator and the subject manager result in appropriate challenging work that is planned for all levels of ability. In particular, there is very good support planned for those pupils whose attainment, by the school's standards, is a little below average, enabling them to also achieve very well. Good provision is also made for gifted and talented pupils, often through specially adapted work.
36. The quality of teaching and learning is very good overall. It is much better than at the time of the last inspection. There are particular strengths in Years 3 to 6 where three out of the four lessons seen were very good. The main strengths are the way which the teachers plan very carefully for pupils to have interesting and challenging tasks. In Year 4, pupils were asked to dramatise ways of entering the room, to help them to find powerful adverbs to develop characterisation through movement. Expectations are consistently high in all adults. In Year 6, pupils are asked to look for imagery in good quality writing and record this in their reading journals for future reference for their own writing. The development of reading and writing and spelling is carefully agreed, structured and taught throughout school. In Year 2, pupils study time sequences in stories. In Year 3 they develop settings for stories and in Year 4, characterisations. By Year 5, they analyse story structure and in Year 6 they experiment with active verbs to write poems. Good links are made between fiction texts studied and pupils' own writing development. Spelling strategies are regularly and consistently taught and common spelling errors in current work are looked at and discussed with pupils, using agreed strategies. Teachers make careful notes and records about pupils' reading through well kept pupil reading journals. There is a high level of interaction with parents in the early stages of reading. Pupils also contribute well to their reading records, making regular book reviews. These are carefully guided by teachers and are worthwhile and reflective. Speaking and listening develops well in pupils. Regular question and answer sessions, paired discussion and pupil presentations of their work are frequently well planned by teachers. The highly effective teamwork between the teachers and support staff enables all pupils to have very good support for their learning. All adults show respect for pupils' contributions and views and this supports the high standards of speaking and listening in the school.

Language and literacy across the curriculum

37. The literacy strategy has been implemented well and adapted imaginatively to meet the needs of all pupils and to challenge them. A current school focus is to increase the use of literacy across the curriculum and this has been largely effective. Particularly good examples are seen in history, geography and art and design. Non-fiction writing about the Blitz and evaluations of Aboriginal art work are typical examples of the high quality writing. Good links are also made with information and communication technology. An example is where it was used in Year 4, when pupils were asked to use a spelling checker to correct spellings made in previous work connected with 'Planning a School Trip'.

MATHEMATICS

Provision in mathematics is **good** and pupils achieve very well. Standards in mathematics are above average by the end of Year 2 and are well above average by the end of Year 6. A strong feature of the school is consistently good mathematics teaching in all classes.

Main strengths and weaknesses

- Teaching has improved well since the last inspection.
- Attainment is high by the end of Year 6 and pupils respond positively to mathematical tasks.
- Planning is carefully structured to meet pupils' needs - with good support for lower attaining pupils.
- The over-use of whiteboards and other means of recording reduces written evidence in exercise books resulting in pupils not always being aware of the progress they have made or targets for their future learning.

Commentary

38. The lessons observed during the inspection and a scrutiny of last year's work shows that a broad mathematics curriculum is presented to pupils. In Years 1 and 2, lessons focused on during the inspection were primarily in using the four rules of number and place value. Lessons in Years 3 to 6 showed a similar focus on number work, with pupils counting in 10's and rounding to the nearest 10's and 100's. Pupils also experienced division facts. There was a very good lesson relating to characteristics of triangles in Year 6. Other lessons - notably in information and communication technology - revealed pupils to be skilled in data handling and graphical presentation. Mental and oral work is of a very good standard throughout the school - especially the older pupils' knowledge and understanding of place value and decimal fractions. There was particular evidence in workbooks that aspects of measurement had been covered. There were a few mathematical investigations in work folders but further evidence that this aspect of mathematics had improved since the last inspection as well as the other areas of mathematics was not found.
39. Teaching and learning in mathematics is consistently good throughout the school. Teachers plan lessons thoroughly. They ensure that the needs of all pupils are met, supported well by non teaching staff. On a few occasions the higher attainers could be given more challenge - especially as these pupils have a fondness for exploring challenging numbers. Learning objectives of the lesson are generally well shared with pupils. Plenary sessions are usually good at extending what pupils have learnt in the session but do not always confirm that learning objectives have been met. Assessment is well used to diagnose areas of further learning. Daily marking of pupil's work, however, whilst always encouraging, does not set targets for future learning. Pupils are very aware of the need to make progress but some are unsure of just how to do so as a result.
40. The co-ordinator leads the subject well. There is consistency in practice throughout the school. All pupils respond well to mathematics. The subject is well resourced. Standards are now much higher than at the time of the last inspection.

Mathematics across the curriculum

41. Mathematics has strong links with information and communication technology. Each class has a mathematics area concentrating on mathematical language and the current focus of lessons.

SCIENCE

Provision for science is **good** overall.

Main strengths and weaknesses

- Standards are above the national average at the end of both Year 2 and Year 6 and pupils achieve well.
- Teaching is good and assessment data is used well to inform planning at the strategic level.
- Investigative science is not as well developed in the school as more knowledge based aspects of the subject and here standards are not as high as they could be.
- Work set in investigative science is not closely enough matched to the needs of different groups of pupils.
- The pupils do not have enough say over the design of their investigations.

Commentary

42. National Curriculum test results have fluctuated over the past few years. This is partly due to differences between different groups of pupils and partly because the school has been focusing mainly on raising standards in literacy and numeracy. The school has carried out detailed analyses of the test results and identified areas of relative weakness so that these could be addressed in particular detail. This is already proving successful, and with the subject being a particular focus for development during the current academic year, there is potential for standards to rise even higher. As pupils enter the school with knowledge and understanding which is broadly average, and leave with standards that are above average, this is indicative of good achievement. Analysis of individual progress between Year 2 and Year 6 substantiates this judgement.
43. Year 2 pupils, for example, have a good understanding of the key differences between animals and plants. Higher attainers appreciate some of the difficulties that can be experienced when trying to classify the two groups, realising that there are sometimes exceptions to the conventional rules! Year 3 pupils carry out a successful investigation into the absorbency of different kinds of paper towels. Most are clear about the factors that make their experiment scientifically 'fair'. As the lesson took place near the beginning of the school year, it was very teacher controlled and the pupils had little say over the design of the investigation. The work scrutiny indicates, however, that the latter issue is common in the school and that the work set in investigative science is not matched closely enough to the needs of pupils with different levels of attainment in classes. This adversely affects the standards that could potentially be reached.
44. Teaching overall, however, is good. Lessons are well planned and the methods employed are varied and interesting. Teachers understand the elements of the subject that they are teaching well. Pupil management is very good. As a result, the pupils are very interested in the subject and are frequently enthusiastic about it. They behave very well in lessons and co-operate very well with one another when working in pairs and groups. They have very good levels of concentration and are keen to do well. In one particularly successful lesson at Year 6, an interactive whiteboard was used to introduce the pupils to the topic of the adaptation of different birds to their specific environments. Probing questions from the teacher extended the pupils' thinking very effectively. The lesson continued in the computer suite where the pupils developed their learning further through their very competent use of the internet. The very high expectations of the teacher impacted very positively on the pupils' learning and the lesson itself was an excellent example of information and communication technology being used to support learning in science.
45. Structures for planning and assessment in science are appropriate and the subject is well managed. The science co-ordinator is proactive and well informed. Good procedures for monitoring planning, standards and teaching in the subject have been put in place. These have begun to impact well on standards. The co-ordinator has a clear vision for the further development of the subject. Current standards in science are higher than at the time of the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- A very good computer suite is linked to interactive whiteboards in many classrooms.
- The use of information and communication technology to support other areas of the curriculum is very good.
- Pupils are challenged and engaged by interesting tasks and good software provision.
- Standards of attainment and achievement are very good throughout the school.

Commentary

46. This relatively new school building houses an excellent computer suite with an interactive whiteboard. The provision of interactive whiteboards in classrooms linked to the suite - coupled with platforms in classrooms also linked to it – supports teaching and learning very well. Classes in Years 1 and 2 do not have their interactive boards as yet and the highest standards seen were in Years 3 to 6.
47. Teaching and learning in information and communication technology are consistently very good, although direct teaching was only seen in Years 4, 5 and 6. The co-ordinator, who is an information and communication technology trainer, has ensured that the teaching staff have a high level of expertise and subject knowledge to promote pupils' learning. Pupils are challenged in lessons and respond well. A demanding task using spreadsheets, for example, was well tackled by Year 5 pupils. Pupils were able to demonstrate very good attainment in use of the internet, designing posters - including importing pictures - word processing, spell checking, data handling, art and design work and work with a variety of information.
48. Pupils respond in a very positive manner to the tasks set and demonstrate learning in many other areas of the curriculum through the use of computer technology. This was especially true in the core subjects of literacy, mathematics and science. Tasks in this subject are challenging for all pupils, and allow for independent and collaborative work. Provision is inclusive with the special educational needs of pupils being appropriately met - allowing them to achieve very well. The subject is well led and managed by a pro-active and knowledgeable co-ordinator. He supports all staff well in developing their expertise, and the subject has developed very well since the last inspection when standards were judged to be average throughout the school.

Information and communication technology across the curriculum

49. Information and communication technology is used very well to support learning in other subjects. Interactive whiteboards are used by teachers during lessons in many subjects and the internet is a regular resource for information. A particularly good example seen during the inspection was a Year 6 science lesson where pupils used information and communication technology to explore animal adaptation to the environment.

HUMANITIES

50. Geography and history were not a focus of this inspection. Provision and standards are, therefore, not reported on in any detail. However, scrutiny of previous work and planning, and discussion with staff indicate that the full requirements of the National Curriculum are being met. In history, for example, Year 2 pupils have carried out successful investigations into many aspects of life in the past - including the events surrounding the Great Fire of London and aspects of the life of Florence Nightingale. Year 6 pupils have carried out thorough research into the Second World War and the social changes that followed it. In geography, Year 2 pupils have examined other European locations, while pupils in Year 6 have studied local land use and gained very good mapping skills. Religious education is subject to a separate inspection carried out by an inspector appointed by the diocese.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

51. Art and design and design and technology were not a focus of the inspection and are not, therefore, reported on in any detail. No judgement is made on standards or the quality of teaching. However, examination of some previous work, planning documentation and discussions with staff indicate that the requirements of the National Curriculum are being met. Some examples of art work on display around the school were noted to be of a good quality and in the one art and design lesson seen during the inspection, the imaginative approach of the teacher and her high expectations of the pupils resulted in well above average standards of art appreciation being reached.

Music

The school's provision for music is **good**.

Main strengths and weaknesses

- Standards are above average throughout the school.
- The subject is well taught and pupils enjoy their music lessons.
- There is a good range of peripatetic instrumental tuition available for the pupils.

Commentary

52. Although it was only possible to see two music lessons (one in Year 2 and one in Year 4) during the inspection, evidence from these – and from singing heard in assemblies – indicates that standards are above average and that pupils' achievement is good. Standards are now higher than reported at the time of the last inspection and some concerns that the school had about the subject have largely been overcome. This was achieved by obtaining specialist support and staff training earlier in the year, carrying out extensive monitoring of planning, standards and teaching and significantly increasing the profile of the subject in the school. A wide variety of instrumental tuition was provided to extend the experiences of both the talented and the interested. The purchase of instruments was supported by the successful application for a National Lottery grant. Teachers are now confident in teaching the subject and have high expectations of their pupils. Good links are made with other subjects – including literacy.
53. Year 2 pupils are developing a good understanding of duration. They produce small compositions of their own and record these using simple symbolic notation. They then successfully perform them to the rest of the class, using their voices and a good range of quality percussion instruments. Year 4 pupils can also follow simple notation and create their own compositions using it. They have an above average understanding of various musical elements. Scrutiny of work indicates that many older pupils understand and can use more traditional forms of notation when they perform and compose. One particularly successful piece of singing heard during the inspection was when the whole school effectively performed 'Father we Adore You' in several parts.
54. Teaching was good in both lessons seen during the inspection. Methods were stimulating and there was a good level of challenge to the activities provided. Expectations of behaviour were high. Information and communication technology was used well to support learning – clarifying, for example, different types of beat. There was a good choice of instruments and different types of practical activity. As a result, the pupils were enthusiastic about the tasks and applied themselves well to them. Pupils' behaviour and levels of co-operation were very good. There is a school choir – although this did not take place during the inspection. It has sung in a variety of venues including Exeter Cathedral and has performed on local radio. The school has gained a silver Artsmark because of its work in the subject. Music is well co-ordinated and all pupils have very good access to it.

Physical education

Provision for physical education is **good**.

Strengths and Weaknesses

- There is some very good teaching - especially in Year 4. This is characterised by insistence on high standards of performance and presentation.
- Not all teachers are secure in their understanding of how pupils' skills in the subject are best developed.

Commentary

55. Standards are improving in physical education and in many areas are above average. They are above average in Years 1 and 2. Here pupils are being well taught in the facilities offered by the new school building. At the end of Year 6, where pupils have not always had access to the very good facilities which are now available, standards remain average. Good teaching was observed in lessons with a dance focus and there was some very good teaching of gymnastics. Whilst no direct games skills teaching was observed, the teaching and learning in the subject are good overall. Where teachers are secure in their knowledge of the subject there is an insistence on high quality movement and there is a high level of interest from most pupils and they learn well. There is a tendency, however, for some lessons to be teacher dominated, with tasks and apparatus selected for pupils. This lessens opportunities for personal development and independent learning. Overall, resources are very good and used well by teachers. However, the storage of physical education and dining equipment in the hall detracts from how effectively the space might be used.
56. The subject is led in a satisfactory manner - although the co-ordinator has had limited opportunity so far to influence standards throughout the school by observation and monitoring. All pupils are fully included in the subject. Teaching assistants are well used to support individual pupils and in many cases demonstrate movements for them. The subject has improved since the last inspection and is continuing to do so.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2

The effectiveness of management	2
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Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).