

INSPECTION REPORT

COLLEGE ROAD PRIMARY SCHOOL

Keyham, Plymouth.

LEA area: Plymouth

Unique reference number: 113276

Headteacher: Mrs Margaret Ware

Lead inspector: Marie Gibbon

Dates of inspection: 19th to 21st January 2004

Inspection number: 255859

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll:	205
School address:	College Rd. Keyham Plymouth Devon
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Appropriate authority:	Governing Body, College Road Primary School
Name of chair of governors:	Mr James Warwick
Date of previous inspection:	1 st - 4 th February 1999

CHARACTERISTICS OF THE SCHOOL

College Road Primary School is situated in an inner city residential area in Plymouth. Local comparisons indicate that the area is one of the most disadvantaged areas in the city. There is an above average level of mobility in the school, which reflects the general movement out of the area as families grow. There are fewer pupils on roll than at the time of the previous inspection which reflects a trend experienced in the area as a whole. The percentage of pupils with special educational needs (SEN) is well above average. Most of the 64 pupils on the school's register of SEN have literacy and communication difficulties or social and emotional difficulties. Attainment on entry to the school is well below that seen in most schools. A significant proportion of pupils start the school with weaker language and communication skills than other aspects of their learning. Approximately seven per cent of pupils are from minority ethnic backgrounds. Two pupils receive additional support to help them learn the English language. The school has a small number of refugees and asylum seekers. The turnover of pupils is much higher than seen in most schools but in most years this does not have a significant impact on the standards pupils achieve. The school received an Achievement Award from the Department of Education and Skills in 2000 and the Investors in People Award in 2003. The school supports and organises the Family Learning Programme.

(In this report the **Foundation Stage** refers to the **Reception** year, **Key Stage 1** refers to Years 1 and 2, and **Key Stage 2** refers to **Years 3 to 6.**)

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10808	Allan Britton	Team inspector	Mathematics, the Foundation Stage, history, geography, physical education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school with a number of good features. It provides sound value for money. Pupils achieve satisfactorily. Attainment on entry to the school is well below average. By Year 2 and by Year 6 standards are well below average. The quality of teaching is satisfactory across the school. Leadership and management are satisfactory overall and are helping pupils to achieve appropriately. The headteacher's clear emphasis on the school as a community and valuing all individuals have led to good attitudes in the pupils and a strong ethos in the school.

The school's main strengths and weaknesses are:

- Standards reached by more able pupils in English, mathematics and science are not high enough.
- There are weaknesses in the use of assessment information, curricular planning and teachers' expectations.
- The monitoring of teaching and learning is not sufficiently rigorous.
- Pupils with special educational needs (SEN) and some lower attaining pupils achieve well because they receive good support from teachers and teaching assistants.
- Good provision for pupils' personal and social development is reflected in their positive attitudes and good behaviour. The rate of attendance is below the national average.
- The curriculum provided by the school is unsatisfactory as, although statutory requirements are met in most subjects, they are not fully met in a limited number of aspects.
- Curricular provision is well enhanced by a good range of visits and visitors.
- Good links with parents and very good links with partner schools support pupils' learning well.
- There are good systems for assessing pupils' learning across the school. They are too new to have had an impact on the standards that pupils achieve.

There has been a satisfactory improvement since the school was inspected in 1999. Although standards have fallen, pupils' attainment on entry to the school has also fallen and achievement remains satisfactory. The quality of teaching has improved and is now satisfactory in the Foundation Stage and in Years 1 and 2. Teachers' planning has improved and they now manage pupils well across the school and this ensures good attention in class and good behaviour. The school has addressed some issues relating to the management of curriculum subjects and the professional development of teachers well. However, there remains insufficient emphasis on raising standards, especially for the more able pupils.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	B	E	D	B
Mathematics	E	E	E	C
Science	D	E	E	C

Key: A* very high; A well above average; B-above average; C- average; D-below average; E-well below average. Similar schools are those, whose pupils attained similarly at the end of Year 2.

Achievement is satisfactory across the school. Children enter the school with well below average standards in all aspects of their learning. A few pupils reach the expected goals by the end of the year, particularly in personal and social development but most of them attain well below average standards. In Year 2, standards are well below average in speaking and listening, reading, writing and mathematics. In Year 6, standards are well below average in English, mathematics and science. Standards in both Year 2 and Year 6 are below average in information and communication technology (ICT). There are weaknesses in pupils' investigative skills and in using and applying their mathematical knowledge, which the school has already identified. Very few pupils attain above average standards in these subjects. At the end of both Year 2 and Year 6, standards are above average in physical education (PE) because of good specialist teaching. Standards are average in art and design, music and history. In these subjects, there have been improvements in planning and

curriculum development. In other subjects, there was insufficient evidence to make reliable judgements. The few pupils who speak English as an additional language (EAL) benefit from the supportive environment of the school and achieve satisfactorily.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils' attitudes and behaviour are very good and this ensures they have a positive approach to their learning. Attendance is below that expected nationally. Pupils' spiritual, moral, social and cultural development is good and contributes well to the strong ethos of the school.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The quality of teaching is satisfactory across all areas of the school. The strongest features are: the provision for pupils' personal and social development, the provision for pupils with SEN, the enrichment of the curriculum through visits and visitors, and the school's links with parents, partner schools and the community. The main area for improvement is the provision for more able pupils to ensure they are fully challenged and to raise their level of achievement. Where teaching is best, teachers make good use of information from assessment and plan work, which is carefully matched to pupils' needs. They have high expectations and resources are used well. In lessons where teaching is not as rigorous, more able pupils are not sufficiently extended, planning is less focused and the pace of the lesson is too slow, which limits what pupils can achieve. Very good relationships in the school help pupils to feel happy and secure and this develops their confidence and involvement in lessons well. The school works well in partnerships with parents, partner schools and the community to enhance pupils' learning.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are satisfactory. Good features of the leadership of the headteacher are her clear vision for the values on which the school community is based and the strong ethos of the school, which gives value and respect for all individuals. All teachers contribute well to the good organisation and day to day running of the school. Governors are well involved in the work of the school and have a sound understanding of what the school needs to do to improve. However, there is insufficient emphasis in the school's development planning and in the management of subjects, on the raising of standards and pupils' achievement and the improvement of teaching. Statutory requirements are not fully met in ICT and physical development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A high number of parents are happy with the school, the leadership and management and the way their children are cared for. Pupils are also happy at school. They feel they are learning well, are given help when they need it but are not always sure of how to improve their work. They feel well cared for and they can go to any adult for help if they are worried.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics, science and ICT.
- Improve the quality of teaching to raise expectations of what more able pupils can achieve.
- Improve the use of assessment information to guide teachers' planning.
- Make management more effective in supporting and developing teaching and learning.
- Improve attendance.

and, to meet statutory requirements: Ensure that pupils experience all the required areas of ICT and physical development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall pupils' achievement is satisfactory. Attainment on entry to the school is well below average, particularly in communication, language and literacy. Children achieve satisfactorily in the Foundation Stage. Most do not achieve the goals that are set for the end of the Reception year because of their well below average starting point. Achievement is satisfactory in Years 1 to 6. Pupils reach standards, which are well below average in Year 2 and Year 6. Standards are above average in dance and swimming and pupils achieve well.

Main strengths and weaknesses

- Standards achieved by more able pupils across the school in English, mathematics, science and ICT are not high enough.
- Pupils with SEN achieve well because they receive good support and teaching.
- Children in the Foundation Stage achieve well in their personal and social development because teaching in these areas is good and children respond well to the supportive and caring ethos of the school.
- Pupils reach above average standards in dance and swimming throughout the school because good use is made of the specialist skills of staff.

Commentary

1. In 2003 the performance of pupils in Year 2 in the national tests was lower than in the previous two years. This reflects the adverse impact of well above average mobility in that year group and a higher than usual proportion of pupils with SEN. Overall, the trend in test results for Year 2 is below the national trend and this is mainly due to the small number of pupils who achieve the higher grades. In reading, writing and science, no pupils achieved the higher grades and a well below average proportion did so in mathematics. In 2003, girls' results were significantly better than boys in reading and writing but there were no significant differences in mathematics. The school has identified the need for further support for the high number of boys on the SEN register in this year group and is using strategies, such as paired reading with older pupils, to stimulate and motivate these pupils. Since the previous inspection, differences have been less marked and, in some years, boys' results have exceeded girls. Although the school has relatively few pupils of above average ability, the inspection's evidence indicates that, in some lessons in Year 2, higher attaining pupils are not always well challenged and extended.

2. Standards in the national tests in 2003 in Year 6, while remaining well below average, are an improvement on the test results of the previous year. The trend in test results for Year 6 is in line with the national trend. National analyses of test results indicate that these pupils achieved well between their tests in Year 2 and those in Year 6. However, the proportion of pupils achieving the higher levels in English was low, in science was well below average and, in mathematics, was below average. This reflects the inspection finding that expectations of the standards that more able older pupils can achieve are not consistently high enough.

3. The proportion of pupils achieving average grades in English was higher than in science and mathematics and enabled the school to meet its targets. The school's targets in mathematics were not met. The school attributes the improved proportion of average grades in English to pupils' better performance in reading. This improvement is the result of an effective review of reading records and improved literacy resources. This supports the inspection finding that relatively higher standards are achieved in reading in Year 6 than in writing and speaking and listening. In the national test for 2003, girls did slightly less well than boys when compared with their national counterparts. However, over a five year period, there were no significant differences between the attainment of boys and girls. While

there are a greater number of boys on the SEN register, there were no significant differences observed in the standards attained by boys and girls.

Standards in national tests at the end of Year 2- average point scores in 2003

Standards in:	School results	National results
Reading	12.5 (13.4)	15.7 (15.8)
Writing	11.7 (13.5)	14.6 (14.4)
Mathematics	14.1 (14.4)	16.3 (16.5)

Standards in the national tests at the end of Year 6-average point scores in 2003

Standards in:	School results	National results
English	25.6 (24.4)	26.8 (27.0)
Mathematics	25.1 (24.7)	26.8 (26.7)
Science	27.5 (26.1)	28.6 (28.3)

There were 39 pupils in the year group. Figures in brackets are for the previous year

4. Inspection evidence and the school's assessments indicate that the pupils currently in Year 2 and Year 6 are on course to reach well below average standards in English, mathematics and science. Speaking and listening skills are well below average across the school. These skills are not systematically developed and the pupils' limited vocabulary restricts their progress in some curriculum subjects. Standards in reading in Year 6 are below average. Standards in investigative work in science in Year 6 are not high enough. In Year 2 and Year 6, standards are below average in ICT. Standards are average in history, art and design and music. Standards in PE are above average. Pupils' literacy and numeracy skills are well below average and their ICT skills are below average. ICT skills are not used well enough in other subjects of the curriculum but provision for ICT is improving rapidly. Overall, pupils achieve satisfactorily. Teachers and the specialist support of trained teaching assistants ensure that the work for pupils who have EAL matches their capabilities and takes appropriate account of their stage of development.

5. Improvement in standards since the last inspection has been generally satisfactory. While standards seen in English, mathematics and science have fallen since the last inspection the level of pupils' attainment on entry to the school has also fallen. Pupils' achievement generally has remained satisfactory. Standards have improved in art and design and aspects of PE and music. This is the result of developments in curriculum planning which ensure that pupils now have experience of the full range of skills. In Years 1 to 6, pupils with SEN, including those with statements of SEN, achieve well compared with their earlier attainments. This is because work is almost always well matched to their needs. In those cases where they do the same work as their classmates, they receive effective support from teachers and teaching assistants. As a result, the SEN of significant numbers of these pupils are fully addressed and they do as well as the rest of the pupils in their class.

6. Children enter the school with well below average skills in all their areas of learning. A significant number of children start school with specific difficulties in language and communication and this inhibits their learning in other areas of their curriculum. The school places a strong emphasis on pupils' personal and social development and, as a result, children achieve well in this area and meet the Early Learning Goals set for the end of the Reception year. Whilst children achieve well in some aspects of their physical development, they are not able to experience all required areas due to lack of appropriate equipment. In communication language and literacy and mathematical development, children achieve satisfactorily although attainment in these areas remains well below average by the end of the year.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. In Year 6 pupils' attitudes are very good. Their attendance is unsatisfactory. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils' attendance is below the national median but has steadily risen over the past three years. Unauthorised absence is higher than the national average.
- Pupils show interest in learning and behave well in lessons and around the school.
- Pupils with SEN have positive attitudes to their work.
- Relationships between pupils and between pupils and adults are very good. There is a high degree of racial harmony.
- Pupils have a good awareness of right and wrong and show respect for others' feelings and beliefs.
- Pupils' appreciation of cultural diversity is good.

Commentary

7. Attendance is unsatisfactory as it is just below the national median with unauthorised absences just higher than the national figure. Staff monitor attendance and receive support from the education welfare service by visiting families when requested. Although not all unreported absences result in calls home, the school does follow absences up. Parents do not always ensure that their children attend school or obtain authority for their absences. The majority of authorised absences were for medical reasons or for additional family holidays. Most children arrive at school punctually. There was one fixed period exclusion of a boy last year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.5
National data	5.4	National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – any other mixed background
Black or Black British – African
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
176	1	0
3	0	0
0	0	0
0	0	0
2	0	0
6	0	0
2	0	0

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

8. Pupils show interest and curiosity in lessons and most concentrate well on their work. Behaviour is good in lessons, around the school and on the playground. Pupils are aware of the school and class rules and fully understand the difference between right and wrong. Their moral development is good. At the pre-inspection parents' meeting, parents confirmed that they thought behaviour was good and that there was no bullying at the school, although a small percentage in their questionnaires had some concerns. Pupils from different ethnic backgrounds mix together well.

9. Pupils have opportunities for taking on responsibility and they respond well to them. They are not consistently consulted about their views of the school, although they have been consulted and involved in the design of outdoor play provision. Most pupils are very happy at the school and feel secure and well cared for. However, they do not always have a clear picture of what they need to do to improve their work.

10. Pupils have a good level of respect for the feelings and values of others and are given opportunities to reflect on these feelings. They are encouraged to think of others by raising money for a range of charities. Pupils' social development is good and relationships between pupils and with all the staff are very good. Pupils get on well and are able to work and play together collaboratively. They have a good understanding of their own culture and they are encouraged to consider what life is like in other cultures, for example, through the school's links with a village in The Gambia.

11. Pupils with SEN work hard and behave well in lessons and around the school. Those who have difficulty with acceptable behaviour have appropriate targets within their individual education plans (IEPs) to help them to develop their social skills. In cases where these pupils misbehave, teachers and teaching assistants respond sensitively and developmentally. Other pupils are very caring in their support for pupils with SEN.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory across all age groups. The strongest features are the provision for pupils' social and personal development, the provision for pupils with SEN and the school's links with parents and the community. The main area for improvement is the quality of provision for more able pupils in the school.

Teaching and learning

The quality of teaching and learning is satisfactory throughout the school. Assessment is unsatisfactory. It is satisfactory in the Foundation Stage.

Main strengths and weaknesses

- Very good relationships and teachers' good management of pupils create a positive environment in which pupils develop their confidence well.
- Teachers' expectations of standards and amount of work that more able pupils can achieve are not consistently high enough.
- There are very good procedures for gathering information about the pupils' achievement.
- Assessment information is not always used well enough to plan suitable work for pupils in subjects other than writing.
- Pupils are not sufficiently aware of how to improve their work in subjects other than writing.
- Teachers and teaching assistants work effectively together to support lower attaining pupils and those with SEN and help them to achieve appropriately and often well.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	12	13	2	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.

Commentary

12. The quality of teaching in the previous inspection was unsatisfactory in the Foundation Stage and in Years 1 and 2. It was satisfactory in Years 3 to 6. Staff have worked hard to address the issues of the previous inspection and have made sound progress in raising the standards of teaching in those areas where it was unsatisfactory. The management of pupils is now good throughout the school and there are productive relationships in all classes.

13. In the Foundation Stage the teacher now plans well to meet the national guidelines set down for children of this age. Good records are kept of pupils' learning in the different areas of the curriculum and this information is used appropriately to help the teacher to plan lessons. The management of different activities is satisfactory and good use is made of the support of the teaching assistant. The teaching of pupils' personal and social development is good and provides pupils with a secure foundation on which to develop.

14. In Years 1 and 2, teaching is now satisfactory and there was no unsatisfactory teaching. Good teaching was seen in three lessons and most of the lessons had elements, which were good. Teachers plan carefully to provide activities and resources, which stimulate and involve pupils well in their learning. This was seen in a good music lesson where the teacher's effective choice of a range of music enabled pupils to use movement to explore the differences between fast and slow and loud and quiet music. However, planning does not always ensure that more able pupils are fully extended and challenged. There remain some weaknesses in the pace of lessons and the amount of time pupils spend listening to their teachers' explanations.

15. Across the school, there has been a significant amount of staff change and instability in the last two years and this has had an impact on the continuity of staff development. During the inspection, around half the lessons seen were good or better and very good teaching was also seen. This is an improvement in the proportion of good teaching seen when compared with the last inspection. Some of the good features noted in the previous inspection, such as good relationships and good subject knowledge have been maintained. However, there are weaknesses in the planning to extend and challenge more able pupils. Where teaching was unsatisfactory, this was linked to the pace of lessons, the planning for the range of ability in mixed age classes and teachers' expectations for the standard and achievement of more able pupils. This is particularly evident in science, but is also a feature of some literacy and numeracy lessons. In science, pupils are taught in mixed ability and mixed age classes and while this provides good support for pupils with SEN, it does not provide effectively for the more able. Although, teachers often plan a good range of interesting activities and use resources effectively to motivate and stimulate pupils there are some missed opportunities to make productive links with pupils' literacy, numeracy and ICT skills in other subjects.

16. In Years 1 to 6, the quality of teaching and learning for pupils with SEN is good. Assessment procedures and the use of assessment information for pupils with SEN are good. Pupils' individual education plans (IEPs), including those of pupils with a statement of SEN, focus accurately and well on their particular requirements in almost all cases. This provides good support for the pupils' learning. Their progress against the targets in their IEPs is regularly monitored. Targets are suitably adjusted at regular reviews. In a few instances, however, IEPs are too general to assist the pupils' progress fully. In most lessons where pupils with SEN undertake the same work as their classmates, they receive good support from teachers and teaching assistants and cope with the work they are given well.

17. In most of the lessons observed in Years 1 to 6, teachers regularly supported pupils effectively and helped them to complete the work they were given successfully when the pupils faced difficulties. Discussions with some Year 6 pupils showed that they felt that teachers provided good support to help them learn during lessons. However, in many of the lessons seen, it was rare for teachers to appreciate that the work given to more able pupils was often too easy for them and to provide harder work. This was also a weakness when the school was last inspected. Most

teachers mark pupils' work regularly. Marking largely consists of correction and praise and does not sufficiently show pupils how they might improve their work.

18. When it was last inspected, the school was judged to have good assessment procedures in place. These procedures remain good, with very good procedures in English. Those in religious education (RE) are not as good as in other subjects. In the school's last inspection, the use of assessment information was judged to be satisfactory. This is no longer the case. In the writing aspect of English, assessment information is well used to help the pupils to progress but these good practices have not had time to have a positive impact. Pupils discuss their work regularly with the teachers and are given targets to improve their writing. Discussion with Year 6 pupils showed that they found these targets very helpful and motivating.

19. Information from assessment procedures are not used as effectively in the other aspects of English or in other subjects of the curriculum as they have only been in place for a short period. In many of the lessons observed, and in much of the analysis of the pupils' work, it was clear that the tasks set were frequently the same for pupils of all ages and abilities. Although pupils produced different amounts of work in these lessons, the standards reached were, in most cases, the same. This means that more able pupils, and some average pupils, are often not reaching the highest standards of which they are capable. Furthermore, while pupils have personal targets in mathematics and writing, there are no structured procedures for the self evaluation of pupils' work and the marking of their work does not guide them enough. This means that, in most cases, pupils have little idea of how well they are doing or of how to improve their work.

The curriculum

Curricular provision is unsatisfactory. Whilst the curriculum is broad it does not meet statutory requirements in ICT and PE. Limitations in accommodation and resources restrict the provision of some aspects of children's physical development and PE. The curriculum in the Foundation Stage is satisfactory. Opportunities for enrichment are good. Resources to support the curriculum, in nearly all subjects, are good.

Main strengths and weaknesses

- The curriculum does not currently provide all the required elements of ICT, PE or physical development.
- The curriculum is supported by a wide range of enrichment opportunities.
- Some areas of the school's accommodation and resources are unsatisfactory and limit access to some aspects of PE and physical development.
- The curriculum for pupils with SEN is good. Learning support assistants are effective and support pupils with SEN well.
- The school's resources generally assist the teaching of the curriculum well.
- The breadth of curricular opportunities is limited by the absence of large climbing apparatus both in and outdoors.
- ICT skills are not used sufficiently across the curriculum.

Commentary

20. All pupils have equal access to the curriculum, however, more able pupils are not always given appropriately challenging work. There are weaknesses in the provision for ICT, and the use of the subject to support learning in other areas of the curriculum is unsatisfactory. Some aspects of gymnastics are limited because of the lack of facilities in the hall. Children in the Reception class generally follow a broad and balanced curriculum that meets most of the children's needs and ensures a sound start to their education. However, shortages of equipment restrict aspects of the children's physical development. Pupils in Years 1 to 6 follow the National Curriculum and the National Literacy and National Numeracy Strategies, in addition to national initiatives for those with SEN in reading and mathematics. Teachers make good cross curricular links and provide

opportunities for literacy and numeracy skills to be taught as part of work in other subjects such as; history, science and geography. In the previous inspection, the curriculum, while providing a satisfactory breadth, did not meet requirements in regard to the daily act of collective worship. This now meets requirements.

21. The curriculum is adapted to take account of pupils with SEN and the very few who speak EAL. These pupils receive good support from well qualified teaching assistants. The good curricular provision for pupils with SEN underpins the good progress made by these pupils. The needs of pupils with statements of SEN are well met and their annual reviews provide a good focus for further improvement. Almost all IEPs provide well for the progress of pupils with SEN. Pupils with SEN have full access to the National Curriculum. If these pupils are withdrawn from lessons for additional support, the work is well-planned and assessed and care is taken to ensure that the pupils do not miss learning taking place in the classroom. ICT is not sufficiently used to assist the progress of pupils with SEN.

22. The school is well resourced to meet the needs of the curriculum in Years 1 to 6 and resources are also generally good in the Foundation Stage. However, the absence of outdoor climbing and balancing fixed apparatus for the Reception class and large apparatus in the main school hall limits the PE and physical development programmes.

23. There has been a high turnover of staff in recent years. This has posed some challenges for the school and a period of some instability since the headteacher assumed her post. Senior staff have established a good induction process for new and supply staff in order to ensure consistency and continuity for pupils. There are a good number of experienced and well qualified support staff. This has resulted in a good maintenance of the support for pupils with SEN since the last inspection.

24. The curriculum is well enhanced by visits to places of interest such as a residential trip by Year 6 pupils to the Outward Bound Centre at Mountbatten. The school also has international links with a school in The Gambia and e-mail is used for communication. There are good opportunities for extra-curricular activities, mostly sporting, which effectively contribute to pupils' performance in all aspects of PE. Participation in the arts is encouraged, for example, the school's Christmas production of *Scrooge*. Good use is also made of visitors including a visiting expert on the Anglo Saxons to enrich the history curriculum.

25. The accommodation is unsatisfactory overall. The school hall is too small to support the provision of an appropriate range of large apparatus for pupils' PE lessons. It is also used as a dining hall which effectively limits its use for two hours during the day. The Reception class is housed in an old mobile classroom and, although children have access to a small enclosed play area, this is completely uncovered. This area was not seen to be used during the inspection. The school has plans to develop this whole area of the school. The main building is well maintained, clean and well managed. All staff work hard to create and maintain a warm, welcoming environment. The outside area is being developed, with help from parents, in order to give pupils further opportunities to use the school grounds for their science and gardening club activities.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is satisfactory. In the Foundation Stage it is good. The provision of support, advice and guidance based on monitoring of pupils' achievement is satisfactory. The involvement of pupils through seeking and acting on their views is satisfactory.

Main strengths and weaknesses

- Assessment information is not generally used well enough to provide pupils with academic guidance on how to do better.
- Adults know pupils well and provide good levels of care for their well being.
- Pupils with SEN receive well targeted support.
- There are very good arrangements to introduce children to school.
- There are good arrangements for child protection and first aid.

Commentary

26. There are very good induction arrangements for pupils when they start at the school, which are enhanced by the good relationship with local pre-schools. These procedures include opportunities for parents and children to visit the school in the term before they start and home visits are undertaken by teachers and teaching assistants. These visits enable the members of staff to gather information about each child that is then used well to prepare appropriate activities for them. As a result, children get off to a good start at school, settle in quickly and happily and make good progress in their personal and social development. Although there are no formal procedures for supporting those who arrive in the school during the school year, the ethos of the school and the good knowledge teachers develop of their pupils help them to settle quickly.

27. Although the school has good systems to collect assessment information, these are too new to influence the advice given to most pupils adequately. The procedures are applied well in writing. In other subjects, most pupils are not given personal targets for improvement and do not receive enough well informed advice on how to improve. However, the needs of pupils with SEN are not only well assessed but the information gathered is well used to ensure that they make good progress. This is evident in well targeted IEPs which cover academic and behavioural needs. Progress is clear, for example, from the number of pupils whose SEN are fully addressed so that they are removed from the SEN register. Pupils with SEN take a full part in all aspects of the school's work.

28. There is a fully trained child protection co-ordinator, a policy is in place and other members of staff have been trained. All staff are kept aware of the need to inform the co-ordinator or head-teacher should they have any concerns. Arrangements for the administration of first aid and for the care of children who are unwell are good and help pupils to feel safe and secure at school.

29. All adults who work in the school form close and trusting relationships with the pupils. They know them well and provide good role models for behaviour. Discussions with pupils show that they feel safe and secure and can turn to a number of adults if they need help or comfort.

30. There are satisfactory systems to monitor the language acquisition of pupils with EAL. The school liaises with the local education authority support services which provide annual monitoring. Pupils benefit from the strong supportive ethos of the school and this helps them to develop their confidence well so that they can take part fully in lesson activities.

Partnership with parents, other schools and the community

The school's links with parents and the community are good. The very good links with other schools and pre-schools are a strength of the school.

Main strengths and weaknesses

- Parents have very positive views of the school.
- The school provides parents with good information about the curriculum and how to help their children at home.
- Very good links with pre-school and other partner institutions provide many benefits for pupils.
- Parents of pupils who have SEN are well informed.
- Written reports on pupils' progress do not always show parents clearly how their children can improve.

Commentary

31. Parents and carers have very positive views of the school. The school works well with parents, and encourages them to support the school through the parent teacher association and to help their children at home.

32. The school provides a good range of information for parents about the curriculum with a weekly newsletter. There are good opportunities for parents to meet staff formally and informally to discuss their children's progress. The school operates an open door policy and the head teacher is often in the playground at the start and end of the school day. This is greatly appreciated by parents.

33. Written annual reports for pupils are satisfactory. They inform parents what their children know, understand and can do, and some give areas for development, but this is not always consistent. National assessment data are provided but these are not particularly easy for parents to interpret. Parents and families are invited to attend assemblies and other school events and performances and these events are greatly appreciated and successful. Parents praised the themed assemblies.

34. There are very good links with the local pre-school groups and with the receiving secondary school. The links with the local community school provide good curriculum enrichment and support, enable use of the upper school hall for prize-giving assemblies and facilitate sports events and other local initiatives. This is not limited to Year 6 pupils but much younger pupils also benefit from this enrichment. By the time pupils reach Year 6, parents confirm that they have grown to feel part of the senior school and know its staff and facilities. The headteacher and staff meet staff of other schools regularly as part of the local "academic council" of schools. This has provided much curriculum enrichment and exchange of skills and information amongst staff.

35. Pupils make visits to the local community and beyond and enjoy a residential farm visit in Year 6, adventure activities and other enriching experiences. Pupils have been involved in a community gardens scheme and the local members of the community have joined parents and children in improving the school's outside resources as well as dealing with the after effects of vandalism. A good level of consultation took place between parents, pupils and the school in this project, which contributes well to the very positive attitudes and response to the project.

36. The school has very strong links with the local education authority, many local services and support providers such as the education welfare service. The school has been involved in some exciting community projects, supporting family literacy, establishing a toy library and a parent to parent support group.

37. Parents of pupils who have SEN have good links with the school and the strong links with the community school ensure smooth transition of pupils onwards.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school by the headteacher and key staff are satisfactory. The governance of the school is satisfactory.

Main strengths and weaknesses

- The leadership of the headteacher and key staff, together with the governors, are effective in creating a strong, supportive and caring ethos in the school.
- The headteacher's good knowledge of the school community and her good organisational skills.
- The school, through its development plan and strategic planning, does not give sufficiently clear and effective priority to the raising of standards and the achievement of more able pupils.
- The school's analysis of assessment data is very thorough but it is too new to be fully effective.
- Although there is prudent financial consideration for long term plans, the governing body has not ensured that resources fully meet the needs of the curriculum.
- There is a good commitment to including all pupils in all the school's work and a concern for the individual needs of pupils.
- There are strengths and weaknesses in the management of SEN.
- Good procedures for performance management and for the continuing professional development of staff do not focus sufficiently effectively on raising standards and pupils' achievement.

Commentary

38. The headteacher, key staff and the governors share a consistent and clear vision for the development of the school as a strong community. They work together well to create a supportive learning environment for all pupils. This vision is appreciated by parents and supports the good links the school has with them. This is an area of good improvement since the last inspection when links with parents were satisfactory. There is a strong team spirit in the school and the headteacher provides a good model in the value she places on all the individuals in the school. This creates a positive atmosphere and enables the school to function well on a day to day basis. This has been recognised in the recent 'Investors in People' Award. The headteacher has managed the recent period of staff instability effectively, to sustain the ethos and values of the school and to maintain the focus on key elements of the school improvement plan. This can be seen in the recent development of the school's ICT provision where new leadership in the subject has enabled its development to continue despite staff changes.

39. In the school's previous inspection, leadership and management of the school were unsatisfactory. The school has worked hard to address some important and wide ranging issues arising from the key issues of that inspection. There have been some areas of good improvement, such as in the formation of systems for school development planning, the roles of subject coordinators, ongoing professional development of staff and the monitoring roles of the governors. There are continuing weaknesses in the sharpness of the focus on raising standards and pupils' achievement. Overall, therefore, there has been satisfactory improvement since the last inspection.

40. School development planning is now constructed in consultation with governors and staff who identify the main priorities facing the school. There is clear identification of targets with links to financial planning. While improvements in standards are implicit in some of these targets, there remain weaknesses in the emphasis and profile given to improving standards and pupils' achievement. More able pupils do not always reach their full potential, and, therefore, receive unsatisfactory equality of opportunity.

41. Subject coordinators now have clearly defined roles and the most effective, for example, the literacy coordinator, are beginning to have an overview of standards in their subjects and the development of pupils' skills, knowledge and understanding. They are not sufficiently involved in the monitoring of teaching. While there have been clear improvements in procedures for monitoring the standards of teaching it is not sufficiently focussed to ensure that all teaching is consistent with the best practice in the school. This is recognised by the school and has been identified as an area for development. Since the previous inspection, a coherent programme of professional development, which includes support staff, has been established and links appropriately with the school's systems for performance management and the school development plan. Arrangements for performance management are now in place and are linked well to staff development in order to enhance teachers' expertise in teaching particularly in the Foundation Stage, mathematics and PE.

42. The school uses ICT to analyse the results of national tests very carefully. It has used the information obtained to identify strengths and weaknesses in writing and mathematics. The weaknesses in writing are being addressed and some action on shortcomings in the investigative aspect of mathematics has been taken. However, the work in mathematics is not as comprehensive as that in writing and more limited action has been taken on weaknesses in other aspects of English and those in science.

43. The governing body now has good procedures in place to be involved in the formation of the school development plan and the every day work of the school. Joint discussions with staff provide a useful forum for identifying priorities for the school development plan. Governors visit the school regularly to make formal observations in the subjects with which they are linked and provide useful and well detailed reports. They also visit informally and attend special functions. Good use is made of the expertise and specialist skills represented on the governing body, particularly in the areas of finance and premises, to support a range of projects. Governors are kept well informed on the progress of the school towards achieving the targets on the school development plan through the

regular reports of the headteacher. While the governors provide an appropriate level of discussion, consideration and evaluation on the next stages of the school's development, they do not focus sufficiently sharply on how the school's work is raising the achievement of pupils.

44. Financial planning appropriately takes into account the priorities of the school's development plan. While there have been good levels of consultations with parents and pupils regarding proposals to develop and extend the area around the school, there are no systems in place to involve them actively in discussions about wider aspects of the school's development. The governors and the headteacher are proactive in seeking out possible external sources of funding. A good example of this is in the range of negotiations which have taken place to raise sufficient funding to extend and develop further the school's accommodation. The governors have a prudent and careful approach to school finances as a whole and are ensuring that some finances are put aside for proposed developments. The proportion of finance carried forward is higher than usual as a result even though there are aspects of the Foundation Stage curriculum which cannot be taught due to limited equipment.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	£574,012	Balance from previous year	£59,275
Total expenditure	£582,193	Balances carried forward to the next	£51,094
Expenditure per pupil	£2,286.		

45. The strong supportive ethos of the school ensures that all pupils are well involved in all the activities and opportunities offered by the school. Staff know the pupils well and provide good support and guidance, particularly to lower attaining pupils and those who have SEN. They are aware of the attainment of boys and girls in different year groups and are putting in place some effective strategies, such as the Additional Literacy Strategy, which are having a positive effect on pupils' achievement. However there is insufficient emphasis on the opportunities offered to more able pupils and their rate of achievement. The management of SEN is satisfactory. The SENCO provides good advice for teachers and teaching assistants, particularly on the writing and monitoring of IEPs. However, she has a full time class teaching commitment which limits her ability to monitor and develop the school's provision for pupils with SEN. Additionally, she is not a member of the school's senior management team although over 30 per cent of the pupils have SEN. This places limitations on her ability to highlight the needs of these pupils in the school's development.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**.

46. The school has improved its provision for children in the Foundation Stage since the last inspection. At the time of this inspection, some children had been attending school for just over a term and the majority, part time, for two weeks. There are good arrangements for introducing children to school and this means that most are happy to leave their parents and quickly get used to the school's routines. Attainment on entry is generally well below that expected, particularly in communication, language and literacy skills. Children with SEN are quickly identified and they are supported well. Teaching and learning are, overall, satisfactory and this also shows an improvement since the previous inspection. The teacher plans well in all areas of learning in line with the nationally recommended guidelines. Detailed records of children's individual progress and development are kept. These are used to plan future lessons and to identify children who need extra help or those of higher ability. The many and varied activities are organised appropriately and the teaching assistant takes a full part in managing some of these. Resources for learning are generally good, but there are no climbing and balancing outdoor facilities to enable children to fully satisfy the requirements for their physical development. The Reception class is housed in old mobile accommodation, although children have the use of two classrooms. The class has the use of a small enclosed hard surface and grass outdoor area with access from the classroom.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well in this area of learning, so that standards show a good improvement by the time they join Year 1 due to good teaching.
- Relationships between children are good and all staff provide very positive role models so that children behave well and develop good attitudes to learning.
- Personal and social development is promoted well through work in all areas of learning.

Commentary

47. The quality of teaching and learning is good and children achieve well. There are good arrangements to settle children into the Reception class and this helps them to feel secure. They quickly learn to share equipment and to listen while others are speaking. They are also encouraged to choose activities and to tidy up after lessons. The older children show independence when dressing and undressing for their physical development lessons. Relationships between children are good and all staff provide positive role models of how to behave. This is evident, for example, when the Reception children are eating their lunch in the school hall. They eat quietly, use knives and forks correctly and say 'please' and 'thank you' on receiving their meal. The younger Reception children are encouraged to stay after their morning session to further enhance their social development. Children are generally attentive and can sit for a reasonable length of time in large group or whole class lessons. They work cooperatively with staff and other children and are beginning to work independently. Most children are on course to meet the goals children are expected to reach by the end of Reception.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy development is **satisfactory**

Main strengths and weaknesses

- Most children make sound progress in this area of learning after a well below average start.
- All staff encourage children to talk during whole class, group or individual activities to help to build up their vocabulary.
- Standards remain well below average when children join Year 1.

Commentary

48. The quality of teaching and learning is overall, satisfactory and all children achieve soundly. All staff make every effort to engage children in conversation in order to develop their vocabulary. For example, during registration on Monday morning, children were encouraged to tell their classmates about any events that had occurred during the weekend. Reception class staff involve themselves in children's role play in order to stimulate discussion, but most children's speaking skills and vocabulary are low. Children enjoy looking at books and they listen attentively during large group literacy lessons, for example, to the *Three Little Pigs* when they are able to identify the characters in the story. The older children are beginning to recognise letters of the alphabet by shape and sound and some children can form these letters into simple words. Most children are not on course to meet the goals children are expected to reach by the end of Reception in communication, language and literacy by the time they join Year 1 due to their limited vocabulary and speaking skills on entry.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Practical activities support children's mathematical development well.
- Children with SEN are well supported by Reception class staff.

Commentary

49. The quality of teaching and learning is satisfactory and children make sound achievement in this area of learning. Children learn and enjoy a number of counting rhymes and songs to extend their knowledge of number, for example, *Ten Galloping Horses* which also extends their vocabulary. Most children recognise and can repeat numbers to ten and a few can count to ten and beyond. Lessons are well planned and children are given opportunities to participate in 'hands on' practical activities to develop their thorough understanding of number. In the lesson observed, children used chains choosing two colours to link in a pattern and were then encouraged to count the total number used. Staff assess the children's progress well and use this assessment when planning the next steps in their learning. Most children, however, are on course to reach well standards below the goals children are expected to reach by the end of Reception.

Knowledge and understanding of the World and Creative development

Provision in the knowledge and understanding of the world and creative development is **satisfactory**.

Main strengths and weaknesses

- Staff provide a range of activities to further children's knowledge and understanding of the world about them.
- Children have access to a wide range of materials and equipment.

Commentary

50. It was not possible to make an overall judgement of standards in these two areas of learning but a scrutiny of classroom displays and an observation of a lesson taken by a supply teacher indicates that children are provided with a suitable range of experiences to explore and create. In the observed lesson, children were introduced to two types of glue and health and safety issues were discussed before the activities started. Children were encouraged to use a variety of materials and equipment including glue, glue sticks, spreaders, scissors, straw, paper and card. The lesson was linked well to their literacy development as the activities were connected to the *Three Little Pigs* story and the children worked in groups to make pig and wolf faces and straw, stick and brick houses. The development of independent learning was observed when a boy decided to use sellotape to connect snouts to the faces as glue had failed. Children were encouraged to talk about their finished products but most found this difficult. No use of computers was observed during the inspection although it is included in the planning. Children's awareness of religious and cultural traditions is appropriately developed through regular attendance at infant assemblies and their own class sessions. Although they enjoy their indoor play activities and staff actively participate, most children do not find it easy to extend their play due to their limited vocabulary and speaking skills.

Physical development

Provision for physical development is **unsatisfactory**

Main strengths and weaknesses

- The absence of outdoor large, fixed apparatus for climbing and balancing limits children's physical development.
- Children have a good awareness of spacing in the school hall and conduct their lessons sensibly, quietly and safely.

Commentary

51. Children are taught to use space well to control their movements and, consequently, through good teaching and learning, they achieve well in their indoor physical development. Lessons are organised well so that the two different age groups are taught separately to enable them to make good progress. Although resources for the Reception class are generally good, the absence of large, fixed, climbing outdoor apparatus prevents children satisfying fully requirements for physical development. Children are encouraged to use a wide range of tools like pencils, crayons, paint brushes and clay to develop their handling abilities. Most children can hold these implements correctly but most are not achieving well enough in this area of learning due to the lack of outdoor apparatus.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **satisfactory**

Main strengths and weaknesses

- More able pupils do not consistently achieve as well as they can across the school.
- The use of assessment information is not sufficiently sharply focussed to ensure a good level of challenge for all pupils, especially the more able.
- Very good systems for assessing pupils' progress in writing provide a good model for assessment in reading and speaking and listening.

- There is insufficient focus on the progressive development and assessment of pupils' speaking and listening skills.
- Pupils with SEN make good progress supported by well matched provision in lessons and an effective team of teaching assistants.
- Good leadership and management in the subject are providing a secure foundation on which to develop further.

Commentary

52. Standards in the 2003 national tests for reading and writing in Year 2 were well below average for writing and very low for reading. This is mainly because pupils did not achieve the higher levels in reading or writing. The other contributing factors are the higher than average proportion of pupils with SEN and also because that particular year group of pupils had been adversely affected by a well above average level of mobility. Inspection evidence shows that, in this current Year 2, while standards remain well below average for writing, standards in reading are now also well below average with only a small proportion of pupils working towards the higher levels. Standards in the 2003 national tests in Year 6 were below average, with reading the stronger element. A low proportion of pupils achieved the higher grades. Inspection evidence shows that, while reading remains the stronger element, when standards of speaking and listening and writing are taken into consideration, standards in English in Year 6 are well below average. In reading standard are below average. Overall, pupils are achieving at a satisfactory rate. Good achievement was evident in reading in the current Year 6. Some more able pupils, in some lessons, could be achieving more.

53. Standards in speaking and listening across the school are well below average and the school has identified the need to plan in a more focused way for the systematic development of pupils' skills. A significant number of pupils start the school with weak skills in language and communication and are identified as having SEN in this aspect of their learning. The majority of pupils listen productively in class, but there is a small minority of younger boys in Years 1 and 2 who are not able to concentrate or listen as they should. In some lessons there is a clear emphasis on developing and extending the range of pupils' vocabulary but this does not have a sufficiently high profile across the school. There are too few opportunities for pupils to read their work aloud or to extend and develop their responses in class. Although pupils are confident in offering their contributions and ideas in class and group discussions, a number of younger pupils, including some more able girls, speak very quietly and briefly. Only a few older pupils are able to discuss their views at any length or to present their work more formally in front of, and to, the class.

54. The school is working hard to develop standards of writing across the school and is using effective systems to assess pupils' writing and to involve pupils in understanding how to improve their skills. These systems are relatively new and have not yet had time to have a beneficial effect on pupils' skills. In Year 2 some more able and average pupils are attaining average standards in writing and developing mostly accurate sentence construction and appropriate use of capital letters and full stops. However, writing opportunities are not sufficiently extended to help more able pupils reach above average standards.

55. Inspection findings from current and previous work in Year 5 show that standards of writing in Year 6 are well below average. While approximately half the pupils in the year are on target to reach average standards, an above average proportion are writing below this level. Only a few pupils are on target to achieve the higher levels. A number of average and below average pupils' writing develops a lively tone but there are weaknesses evident in the often limited range of vocabulary and expression which is also apparent in their oral work. There are frequent weaknesses in the accuracy of their spelling and punctuation. The potential of some more able pupils for writing excitingly and effectively can be seen in some of their poetry writing which shows how they can benefit from stimulating resources and high expectations. Year 6 pupils created interesting and individual poetic images after studying the poem, 'City Jungle' by Pie Corbett. Pupils wrote such lines as, 'the cupboards cheered menacingly for more, opening their deep dark mouths continuously'; 'groups of blue and red board pens sing their high pitched squeaky song as they glide smoothly along the whiteboard'. This imaginative use and control of language are not evident in their extended writing in other genres.

There are missed opportunities for pupils to practise and develop their extended writing skills in subjects such as RE and, as a result, older pupils' ability to develop and sustain a sequence of ideas or an argument is often limited.

56. The school has recently improved and extended the range of pupils' reading material and reading resources in the subject now provide a good number of good quality books to read. This provision has been of benefit particularly to older pupils in Years 3 to 6. In this aspect of English, pupils in Year 6 have achieved well against their national test results in Year 2. Most pupils read confidently and accurately and in class they are beginning to consider some of the higher level reading skills such as considering the underlying meaning in texts they are studying. However, teachers' monitoring of what pupils read is not consistent and some pupils are reading comfortably rather than challengingly. In Years 1 and 2, teachers appropriately include the teaching of phonics in the literacy hour but pupils in Year 2 are not always secure in their use of their knowledge of sounds to help them read unfamiliar words. A small number of pupils are beginning to read simple texts confidently and most pupils are able to give simple summaries of what they have read. However, very few pupils are able to talk about books they have enjoyed outside the school reading scheme.

57. Pupils with SEN achieve well because they are well supported by focused work and individual help from teaching assistants. The supportive and encouraging ethos of the school gives good value to all pupils' achievements and this supports well the confidence of pupils with SEN.

58. The quality of teaching is satisfactory across the school. Good teaching was seen in a Year 6 and joint Year 3/4 classes. There was no unsatisfactory teaching. This contributes to a satisfactory improvement since the previous inspection when unsatisfactory teaching was observed.

59. Throughout the school, good relationships, good management of pupils and a supportive atmosphere for learning, give pupils good encouragement to be involved, respond to questions and take part in activities. Teachers and teaching assistants know their pupils well. They work well together to plan effectively for lower attaining pupils and for those who have SEN. Features of the best teaching include careful planning which ensures that all ability levels are well challenged by both the learning objectives and the lesson tasks. This was seen in a Years 3 and 4 lesson where the teacher was introducing the class to the techniques of skimming and scanning to help them read for information more effectively and make notes on their reading. She ensured that there was a good match of activities to the wide range of abilities in the class. In particular, she allocated suitably challenging tasks to the more able group of pupils, which enabled them to extend their skills and practise them in a 'real-life' situation.... a visitor in their history lesson.

60. Where there are weaknesses in teaching, they are to do with planning for more able pupils and expectations of the standard and amount of work they achieve. This was evident in a Year 2 lesson where the more able pupils in the class were able to sequence straightforward sentences with relative ease and did not, therefore, sufficiently extend their skills. In some lessons, overlong introductory explanations slow down the pace of the lesson and mean that there is less time for pupils to develop and practise their literacy skills for themselves. In a Year 5/6 literacy lesson, the teacher's enthusiasm and encouragement for all pupils to contribute to a whole class session meant that there were too few opportunities for pupils to explore their understanding of the fantasy genre for themselves.

61. Teachers work hard to provide pupils with a good level of detailed commentary on their termly writing assignments. This good, and sometimes very good, practice leads to the setting of targets for pupils' next stages of development and provides a good model for work in other areas of English. Pupils appreciate their targets in writing and they feel that their teachers' comments help them to improve. However, in their more general literacy work, teachers' comments, while encouraging and supportive, do not always provide sufficiently sharp expectations for more able pupils.

62. The subject coordinator manages the subject well. She is well involved in the analysis of test results and maintains a good overview of pupils' attainment across the school in reading and writing. The co-ordinator has undertaken some monitoring of teaching but recognises that this an area for

further development. She is clear about appropriate priorities for the further development of the subject. Assessment procedures in writing are very good, they are good in reading. There are no formal systems for assessing speaking and listening. However, the school has identified this as an area for the further development. The use of this information to raise achievement is still at an early stage. The process of setting targets for writing for individual pupils is secure across the school but, while there are good systems for tracking reading, this does not lead to target setting. While there are examples of ICT being used appropriately to present finished work, there are missed opportunities for pupils to use computers in their writing in different genre, for example, writing newspaper reports. The school's Poetry Club and poetry competitions provide effective opportunities for the pupils involved to develop their language skills and their interest in their own creative abilities. The subject makes a good contribution to pupils' social and cultural awareness through the range of texts discussed and shared in literacy lessons.

Language and literacy across the curriculum

63. The use of literacy across the curriculum is satisfactory. Although there are some effective links with reading and writing in history, there are missed opportunities for pupils to practise and extend their skill in subjects such as RE. The whole school focus on developing pupils' oral language and skills is still at an early stage and the school has identified this as a priority for further development.

MATHEMATICS

Provision in mathematics is **satisfactory**

Main strengths and weaknesses

- Standards at the end of Years 2 and 6 are well below the national average.
- Pupils are interested in the subject and their attitudes are good.
- Support for pupils with SEN is good.
- Assessment of pupils' performance is good but does not always respond to the needs of pupils of higher ability.
- Resources for the subject are good and are well used to develop pupils' learning.
- The use of ICT is under-developed.
- Some lessons have little challenge and these teachers have low expectations for pupils' performance.

Commentary

64. Standards are well below average in the current Year 6. This is similar to the 2003 national test results and below the judgement of the last inspection. This is due to lower attainment on entry, the large number of pupils with SEN and the absence of teachers during recent years. However, standards in comparison with similar schools are better. Pupils' achievement, which takes into account their capabilities and previous levels of attainment, is satisfactory overall. There are no significant differences in the standards reached by boys and girls.

65. In the current Year 2, standards are also well below average. This judgement is similar to the 2003 national test results and also in comparison with similar schools. It is also below the judgement of the previous inspection, when standards were found to be below average. This is because of the lower attainment on entry of the present pupils and the large number of pupils with SEN in this year group. There are no significant differences between the performance of boys and girls. Pupils' achievement in lessons and over time is generally satisfactory.

66. The quality of teaching and learning is satisfactory, overall. In the lessons observed, two were good, two were satisfactory and one was unsatisfactory. A scrutiny and analysis of pupils' work also indicated satisfactory teaching and learning. However, teachers do not always provide activities that

are well suited to pupils' needs especially those of higher ability. In the Year 6 and Year 5 lessons observed, extension tasks for these pupils were not introduced until the final part of the lesson.

67. Most teachers use resources well to give pupils 'hands on' experience of mathematics. In the Year 2 lesson, the teacher used a robot with 'in' and 'out' arms to encourage and develop pupils' ability to create addition or subtraction sums using two numbers to produce a total number. The Year 3 teacher used an egg timer to introduce pace and challenge to the mental session of the lesson, 'Can You Beat the Egg Timer?' However, some lessons are slow paced and lack challenge, especially in the mental numeracy sessions. Little evidence was seen, during the inspection, of the use of ICT in mathematics lessons.

68. In all the lessons seen, pupils who have SEN were given good levels of support by teachers and support staff. Pupils in Years 3 to 6 are grouped generally by age in their numeracy hour lessons. Booster classes are also provided when pupils are taught by well qualified and experienced teaching assistants.

69. All teachers have established good classroom routines. As a result, pupils behave well, remain on task and are generally keen and interested in mathematics leading to at least satisfactory progress in the subject. However, high expectations for pupils' performance are not always evident. Homework is regularly set and is appropriately matched to pupils' work in classrooms. Individual pupils' targets are shared with parents to enable their children to achieve these targets.

70. Leadership and management and improvement since the school's last inspection in the subject are satisfactory. The enthusiastic subject co-ordinator has been in post for just over a year and has been instrumental in providing both formal and informal advice and development for members of staff. She has formulated a comprehensive numeracy action plan and has identified weaknesses in the subject including standards throughout the school. Accordingly, booster classes have been introduced into Years 3, 4 and 5 using a commercial scheme.

71. The problem solving and investigation elements of mathematics have also been identified for priority development and an emphasis on this area was apparent during the inspection. Individual pupil target tracking has been introduced for all year groups and, although pupils of above average ability and those with SEN are identified, the assessments are not fully used to improve all pupils' standards.

Mathematics across the curriculum

72. Several examples of the use of mathematics in other curriculum subjects were evident during the inspection. These included pupils' work in science and history. A time line was produced to illustrate the Victorian period in history and examples of graphs were used in science. Little evidence was found of the use of mathematics in ICT.

SCIENCE

Provision in science is **unsatisfactory**

Main strengths and weaknesses

- Standards are not high enough.
- Elements of the subject, for example, investigative work, are not good enough.
- The use of assessment information is unsatisfactory.
- The monitoring and development of the subject are not rigorous enough.
- Pupils have good attitudes to the subject.
- Good use is made of the school grounds to support the pupils' work in science.

Commentary

73. Standards in Year 2 are well below average. This judgement is lower than the findings of the school's last inspection and the assessments made by teachers at the end of Year 2 in 2003. Year 2 pupils show a good understanding of what plants need to grow, have a sound knowledge of the properties of some common materials and know that a circuit is required to make a light function. Weaker areas include the pupils' awareness of how animals are adapted to their environment and when changes to materials are reversible.

74. In Year 6, standards are well below average. In the school's last inspection, standards were judged to be below average but in the national end of Year 6 tests in 2003, they were well below average. Year 6 pupils have a good understanding of the function of the major human organs but they are less clear about important organs in plants. Pupils have a good understanding of filtration and of how to separate a mixture such as salt and water.

75. The evidence showed that investigative work is often very directed by the teacher. For example, in a Year 2 lesson, the pupils were, essentially, told exactly how to alter the shape of materials rather than being allowed to experiment for themselves. Similarly, in Year 6, the pupils watched the teacher demonstrate rather than finding out for themselves. This judgement was reinforced by conversations with pupils who reported that their work in science was often only drawing or writing and was frequently too easy. They were unable to give an example of how they had devised their own methods of investigating a problem. These comments reflected the findings of the analysis of work and those of the school's last inspection. Additionally, there was limited evidence of the use of ICT in the subject. For example, some use had been made of sensors and a microscope linked to a computer. However, the use of ICT to support the pupils' learning in science is not sufficiently frequent or adequately structured. Few examples of numeracy being applied in science were found during the inspection although the use of literacy in the subject was satisfactory.

76. Teaching and learning are satisfactory in Years 1 to 6, which is an improvement on the findings of the school's last inspection. This promotes satisfactory achievement throughout these year groups given the pupils' well below average starting point. This is the same as the judgement made when the school was last inspected. Strengths of the teaching include the teachers' management and control of the pupils, the clarity of the explanations they give and discussions at the end of lessons. A particularly good feature is the provision for pupils with SEN which enables these pupils to achieve well. They are well supported by teachers and teaching assistants and successfully undertake the same work as their peers in most cases. The subject has some sound assessment procedures but these are not used well enough. The evidence shows that, in most instances, pupils of all abilities undertake the same work even when there is more than one age group in the class. Very often, lessons are pitched at average levels so that more able pupils are not challenged enough and do not, therefore, reach their potential. Furthermore, pupils commonly work in mixed ability groups which aids those with SEN but does not extend the able. The pupils are not given targets for improvement in this subject and the marking of their work does not help them to improve sufficiently. As a result, they do not have enough idea of how to make their work better.

77. Management of the subject and its improvement are judged to be unsatisfactory. When the school was last inspected, the management of science was also unsatisfactory. Weaknesses in management identified when the school was last inspected remain. Direct observation of teaching and learning in order to establish its quality and the standards reached by the pupils does not take place frequently enough and is not sufficiently effective. The action plan for the subject does not specifically concentrate on raising standards. In addition, standards are too low, there are weaknesses in curricular provision and assessment information is not used well enough to promote maximum progress for more able pupils. Curricular planning has improved. When the school was last inspected, some topics were taught at the same level across Years 1 to 6. There was no evidence of this during this inspection.

78. In discussion and during lesson observations, the pupils showed enjoyment and application during their work in science. There was a moment of awe and wonder in one class as the pupils appreciated the speed at which light travelled. In discussion, the pupils were clear that they enjoyed visiting the local secondary school to gain experience of using its scientific facilities. Since the

school was last inspected, the pond and wildlife area in its grounds have been developed with the help of local industry. This area now provides a good area for practical work, for example, involving mini beasts which clearly adds interest to the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **unsatisfactory**

Main strengths and weaknesses

- Standards are too low.
- Some aspects of the subject are underdeveloped.
- Pupils' use of computers does not support their work in other subjects satisfactorily.
- Assessment procedures are strong but too new to be effective.
- Provision in the subject is improving rapidly.
- The pupils are enthusiastic about the use of ICT.

Commentary

79. Standards in ICT are below average in Year 2 and Year 6. Pupils' achievement is unsatisfactory. These findings are the same as those of the school's last inspection. The evidence shows that, in Years 1 to 6, pupils have sound word processing skills, are confident in their use of computers and understand the importance of ICT in everyday life. Particular weaknesses in standards identified by both the inspection and the school's assessment procedures are in control technology, the use of graphics, retrieving data and Internet skills. These weaknesses are, in part, due to the fact that these aspects of the subject are not taught methodically or in sufficient depth. The lack of teaching of these aspects of the subject, together with weaknesses in the provision of work involving sensors and use of e mail, mean that the provision of the subject does not meet the requirements of the National Curriculum.

80. Another important reason for below average standards is the fact that, although the school has very good assessment procedures in the subject, these procedures are too new to influence curricular planning adequately. Teachers assess and record the standards reached by the pupils, predict their likely improvement and measure their progress. However, the sheet that records what pupils know and what they need to do next has only just come into use. As a result, the pupils' work is not always well matched to their needs. Additionally, they do not know how well they are doing or what they need to do to improve.

81. The very limited range of teaching and learning seen during the inspection was good. However, below average standards, unsatisfactory use of assessment information, the failure to meet National Curriculum requirements and the analysis of work indicated that teaching and learning have, in the past, been unsatisfactory.

82. Provision in the subject is improving rapidly. A new laptop computer suite has been brought into use in the last twelve months and resources to enable the school to teach all aspects of the subject well have been bought. The subject is now well resourced. The co-ordinator has a methodical and well-constructed action plan to provide training in the use of the new resources in order to bring them into use and cover the full requirements of the National Curriculum within a reasonable time span. For these reasons, the management of the subject and its improvement since the school's last inspection are satisfactory.

83. Pupils enjoy their work in ICT. In a lesson where pupils used a program teaching them how to use e mail, they worked with a will at their own speed and enjoyed using the lap top computers. Discussion with Year 6 pupils showed that they too were very keen on ICT. They talked animatedly about what they had done using computers including what they did at home. The pupils felt that they did not make as much use as they might of computers in their work. This view was, to some extent,

supported by the findings of the inspection in so far as none of the computers located in the classrooms was seen to be used by pupils in the lessons inspected.

ICT across the curriculum

84. There are examples of the use of ICT in a range of subjects. The most common application of ICT to support the pupils' learning in other areas is word processing. This is regularly found in English where the pupils, for example, write stories and poems. The only other applications in another subject for which direct evidence was seen during the inspection were in mathematics where pupils had produced graphs and in PE. Additionally, anecdotal evidence reported the use of ICT in art, science and history. There was no evidence that the subject is regularly and systematically used to support the pupils' learning effectively in other areas of the curriculum. This is unsatisfactory. The finding is the same as that of the school's two previous inspections.

HUMANITIES

Inspectors did not see any lessons in geography and there was insufficient evidence to make a reliable judgement about standards. The curriculum is appropriately planned and covers the required areas of learning. Only one RE lesson was observed in Year 6 and one in history in a Year 3/4 class. In addition, inspectors analysed samples of pupils' work in RE and history and talked to groups of pupils in Years 2 and 6 about their knowledge and understanding. Curricular planning was examined and discussions held with subject leaders.

85. The **RE** lesson observed in Year 6 was a good lesson, but overall there was insufficient evidence to make reliable judgements about standards or the quality of teaching and learning. Evidence of work completed was found in pupils' books and displays. Inspectors spoke to pupils in Year 2, looked at teachers' planning documents and had discussions with the acting subject coordinator. In the Year 6 lesson, through well structured opportunities for discussion both in groups and with the teacher, pupils were able to explore the significance of some of the images used to describe Christ in the Bible. In their groups, they were able to identify what they felt to be the important features of a candle, bread and a picture of a shepherd. The teacher's careful and effective use of questioning helped pupils to understand and appreciate how these images were linked to the teaching of Christ. In their own writing, they were able to explore and extend their own personal responses to these images. The lesson made a good contribution to pupils' spiritual development as they reflected on the images and their meaning for them. Pupils have a limited range of recorded work in their books. While the range of topics represented reflect the curriculum appropriately there is more limited evidence of pupils' individual responses and development of ideas.

86. Pupils enter the school with very varied experiences of religious belief and practice. While pupils in Year 2 have a secure understanding of the Christmas and Easter stories and were able to give some simple reasons for their significance, they were not able to recall easily other stories from the Bible. Pupils have a generally positive attitude to RE but weaknesses in speaking and literacy skills restrict the ability of some pupils to express and formulate their ideas in any detail.

87. They also learn about other religions such as the Jewish and Hindu faiths. Older pupils are aware of the significance of festivals of light in both the Hindu and Christian faiths and the importance of meditation and prayer. There are some missed opportunities in all year groups to make productive links with pupils' work in literacy. This is particularly evident in the limited use of extended writing to develop and explore pupils' understanding and knowledge in more depth and detail. The time allocated to RE through the year is appropriate and RE is taught weekly. The headteacher as acting coordinator, ensures that planning and the allocation of time correspond to the syllabus.

History was only sampled during the inspection, but a scrutiny and analysis of classroom displays, pupils' workbooks, discussions with pupils and teachers' planning indicate that standards in history are average throughout the school. This is in line with the judgement from the previous inspection.

88. Year 2 pupils are able to answer questions about the past and distinguish between aspects of past lives and their own by comparing toys from the end of the 19th Century, the beginning of the 20th century and their own.

89. Pupils in Year 3 and 4 took part with interest and enthusiasm in a lesson taken by a member of the Museum Education Services. They enjoyed opportunities to wear Anglo Saxon clothes and to explore some of the differences between Viking and Anglo Saxon culture. They were able to contribute simple facts on the Anglo Saxon way of life and, as a result of a stimulating question and answer discussion and very good resources, they developed their skills and knowledge well. Year 6 pupils are learning about life in Victorian times. They demonstrate a sound factual knowledge and understanding of this period of British history. By examining artefacts like earthenware hot water bottles, they are able to select information and use it to further their understanding of the way that people, both rich and poor, lived in the past.

90. The subject contributes well to the older pupils' moral, social and cultural development, when they learn about Victorian people who fought for social justice such as Dr. Barnardo, Elizabeth Barrett Browning and William Booth. Pupils' writing in history indicates a good link to literacy, but there is little evidence of the use of ICT for research in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One art lesson was observed in Year 6 as well as samples and displays of pupils' work in all years. Two music lessons were seen, one in Year 2 and a singing lesson as part of an assembly for Years 3 to 6. Two PE lessons were seen in Years 2 and 6. It was not possible to see any lessons in DT. In addition, inspectors talked to pupils about their work and held discussions with teachers.

Art

91. It was only possible to observe one joint Year 5/6 lesson during the inspection. There was, therefore, insufficient evidence to make a reliable judgement on teaching and learning. However pupils' work across the school was observed through displays and the school's portfolio of work in the subject.

92. Indications are that standards of work in art are broadly average across the school. This is an improvement since the previous inspection when standards were below average in Years 1 and 2. In Year 2, pupils acquire appropriate skills in painting, printing, collage and three dimensional work and achieve appropriately.

93. In the lesson seen, teaching and learning were good. Year 6 pupils were developing well their skills in representing perspective views of the area around the school. This was the result of a well structured lesson where the teacher had secure subject knowledge and a good understanding of the elements of perspective drawing which pupils needed to learn. The teacher and teaching assistants gave good support and encouragement to pupils of all abilities and this helped them all to be well involved with their work and have positive attitudes to developing and refining their drawings.

94. Older pupils develop appropriate observational detail when they draw large scale drawings of seed heads and some pupils are using a sound range of skills to portray shading and texture in their drawings. The school makes good use of the skills of visiting artists to enhance older pupils' experiences in using water colour techniques and mask making. In the work of pupils in the Year 3/4 classes, there are productive links with other subjects across the curriculum, such as history, numeracy and literacy. Pupils draw Egyptian hieroglyphics on a textile banner and make masks to illustrate the stories they read in literacy.

95. The Art Club supports pupils' social and cultural development well when they help to create, alongside pupils' work in class, a large scale model of the school emblem of a phoenix using a good range of techniques and materials. This is one of several projects undertaken by pupils to develop the environment around the school. While there was some evidence of evaluation in the Year 6

lesson seen, pupils are not given sufficiently structured opportunities across the school to evaluate and discuss how they might improve their work.

96. Management in the subject is satisfactory. The coordinator is enthusiastic and well focused on developing the profile of the subject in the school. She is developing a portfolio of pupils' work in the school which is beginning to give a clear overview of standards and different aspects of the curriculum. There are appropriate arrangements for assessment in the subject which are usefully linked to the evaluation of curriculum planning and learning objectives in the lesson. There have been no opportunities for monitoring teaching in the subject. Resources are good and meet the needs of the curriculum well.

MUSIC

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning in Years 2 and 6 is good.
- Pupils enjoy their music lessons.
- School productions significantly enhance pupils' skills and experiences.

97. There was insufficient evidence in the lessons seen to judge standards in all the aspects of music. However, analyses of the curriculum and teachers' planning indicate that pupils' experiences in composing are appropriately planned. Pupils' skills in performance and their abilities to discuss and listen to what they have heard reach average standards in both Years 2 and 6. The quality of teaching and learning in the lessons seen was good. In both lessons seen, pupils were well managed so that they paid good attention and were interested and involved in their singing and actions. In the Year 2 lesson, the teacher offered pupils an interesting variety of music to help them explore for themselves, the effect of simple changes in tempo and dynamics. Good use was made of the differences between such pieces as Bach's *Air in G* and Vivaldi's *Four Seasons*. Pupils were able to recognise some of the main instruments played in these pieces. Through the effective use of questions and encouragement, she helped pupils to develop their understanding of how changes of pace and volume might affect the way they moved or felt about the music. At the end of the lesson, the teacher reinforced well the main learning focus of the lesson by asking the class to watch each other move in time to the music to decide whether they were 'speedy' or 'calm'. Pupils enjoyed the session and its activities and took part with enthusiasm.

98. As a result of the teacher's good subject knowledge pupils in Years 3 to 6 singing assembly were introduced and taught to sing a North American Indian song. The teacher's introduction to the song, explaining the North American Indian's reverence and respect for life helped pupils to make a more sensitive response to the melody and the words. Pupils use their voices confidently and tunefully to follow a melody. By the end of the lesson, pupils were able to follow the teacher's guidance to graduate the dynamics and Year 6 pupils were able to sustain a counter melody.

99. Both lessons made a good contribution to pupils' social and cultural development as they learned about music from their own and other cultures and learnt to be aware of each other's movements and singing.

100. Pupils' performance skills are well enhanced by opportunities for all pupils to take part in whole school musical productions, such as the recent production of *Scrooge* for the older pupils and *Whoops a Daisy Angel* for the younger pupils. A small number of pupils have lessons from a visiting specialist teacher in the guitar and clarinet. The school also organises two recorder groups run by staff. As a result, pupils' understanding of the standard notation of music and tempo and their performance skills develop more securely.

101. Management in the subject is satisfactory. Its improvement since it was last inspected is good. There is no formal monitoring in the subject but there is useful informal support for teachers. Curriculum planning appropriately reflects the requirements of the National Curriculum. Assessment

arrangements in the subject are satisfactory and provide useful opportunities to evaluate lesson planning and pupils' achievement.

PHYSICAL EDUCATION (PE)

Provision in PE is **satisfactory**.

Main strengths and weaknesses

- Standards in dance and swimming are above average.
- Although resources for the subject are generally good, the small hall and lack of climbing facilities limit some gymnastic activities.
- The teaching of the subject observed was at least good.
- Good links to outside agencies to broaden the PE curriculum for the benefit of all pupils both in and out of school.
- The subject is very well led and managed.
- Pupils have very good attitudes to their PE lessons and clubs.

Commentary

102. In the lessons observed, pupils reached above average standards in dance. An observation of an after school tag rugby club and an analysis of planning by the specialist co-ordinator indicates that standards in games are also above average. Approximately 90 per cent of Year 6 pupils are able to swim for at least 25 metres and this also represents above average performance. This represents good achievement by most pupils in these aspects of the subject and this is promoted by overall good teaching and learning and very good leadership. This judgement indicates a good improvement from the findings of the last inspection when standards in Year 2 were average.

103. The very small size of the school hall and the absence of large, fixed apparatus limits some gymnastic work and makes it impossible to fully cover all of the statutory elements of the gymnastics curriculum. However, in both lessons observed, pupils used their awareness of spacing well to participate in the lesson sensibly and safely.

104. In the good Year 2 lesson, observed pupils participated in Welsh dancing which linked well to their cultural development. The lesson started with a warm-up session but the effect of exercise on the body was not discussed. The teacher gave a quick review of the previous lesson to ensure that all pupils understood what they had achieved before leading on to the current objectives to develop and reinforce their technical dance steps. A very strong working relationship was apparent between the teacher and pupils leading to good behaviour and obvious enjoyment from the class. Good use was made of a video tape to enhance the teacher's explanations to help pupils learn new steps quickly and achieve well. The Year 5 and 6 pupils observed used their body parts to interpret music and used their imaginations to develop short movement phases for solo, paired and larger group movement. The teacher used the excellent stimulus of appropriate music for all aspects of the lesson in order to stimulate pupils' performance so that they all achieved very well. Music was also used very well for the 'warm-up' and 'cool down' sessions and this was also linked to pupils' work in science. The teacher was actively involved in the lesson encouraging pupils and demonstrating very good performance. Although, pupils were also used to demonstrate their dance prowess in pairs or groups, they were not encouraged to comment on their classmates' performance. The teaching and learning involved in this lesson were very good inspiring nearly all pupils to reach above average standards.

105. The subject co-ordinator, the deputy headteacher, is experienced and very well qualified and gives very good educational direction for the subject. Teachers' confidence in teaching the various aspects of PE has been enhanced by in-service training organised by the co-ordinator and provided by the local authority specialists. The school has also been linked with various outside agencies

including the local community college and professional soccer and rugby clubs from Plymouth in order to extend pupils' opportunities to participate and excel in sport.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Standards in Year 6 are good.
- Curricular development in the subject has been effective.
- Teachers and pupils show good awareness of the outlook of others.
- There are no regular, planned opportunities to discuss pupils' concerns as they arise.
- There are too few organised opportunities for the views of the pupils to be taken into account.

Commentary

106. Standards in personal, social and health education and citizenship (PSHCE) are average in Year 2 and above average in Year 6. Pupils achieve satisfactorily in Year 2 and well in Year 6. No comparison with the findings of the last inspection or judgement on improvement since then are possible as the subject was not reported in sufficient detail when the school was last inspected. Throughout the school, pupils show a good awareness of the need to take care of the school's environment. They understand the importance of good behaviour and, mostly, work well together.

107. In discussion with Year 6 pupils, they defined the substance of citizenship as being a responsible and helpful member of the community. They recognised the importance of the subject but did not consider it to be enjoyable. The pupils did, however, appreciate the opportunities to take responsibility that they are given. For example, they enjoyed the roles of house captain, vice captain and librarian. The pupils also recognised that carrying out these roles represented preparation for citizenship and later life.

108. In Year 2, pupils show a sound understanding of the need for rules. They compared pictures of two classrooms one of which was calm and orderly and the other quite the opposite. They worked together sensibly and maturely with a partner to devise rules which they felt would be appropriate for the disorderly class. Those pupils who were asked made it quite clear that they would prefer to be in the orderly class if they had to make a choice and were able to explain their reasons fully.

109. There was insufficient evidence to make a judgement about teaching and learning in Years 1 and 2 but the indications are that they are at least satisfactory. Teaching and learning in Years 3 to 6 are good. In the lesson observed in a Years 5 and 6 class, the teacher skilfully put the pupils at their ease. This encouraged them to contribute well to the objective of the lesson, learning from mistakes. Pupils described mistakes that they had made and what they had learned from the experience. Their classmates listened attentively and contributed sensitive comments to the discussion of each other's experiences. These discussions showed considerable maturity on the pupils' behalf as they appreciated that they should take responsibility for their own actions and how their actions affected others.

110. The school has only recently introduced its citizenship programme. However, it is now well established. The school plans to review the effectiveness of the implementation of its citizenship programme at the end of the year. These factors, and the standards reached by the pupils, indicate good management of the subject. The school also plans to extend the pupils' involvement in school life by establishing a school council at the end of the year. At present, pupils have some opportunities to contribute to projects the school is developing but these are not consistent or regular. Some use is made of "Circle Time" when pupils often discuss matters of concern to them. However, this is not as regular as the Year 6 pupils who met with the inspectors would like or as is common in other schools.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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Inspection judgement**Grade**

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	6
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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