

# INSPECTION REPORT

## **HYDE PARK JUNIOR SCHOOL**

Plymouth

LEA area: City of Plymouth

Unique reference number: 113274

Headteacher: Mrs J Aldersley

Lead inspector: Mrs Alison Cogher

Dates of inspection: 14<sup>th</sup> – 17<sup>th</sup> June 2004

Inspection number: 256532

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior School  
School category: Community  
Age range of pupils: 7-11  
Gender of pupils: Mixed  
Number on roll: 357

School address: Hyde Park Road  
Mutley  
Plymouth  
Devon  
Postcode: PL3 4RH

Telephone number: 01752 225314  
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Appropriate authority: The governing body  
Name of chair of governors: Mr Richard Cole

Date of previous inspection: 8<sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

This above average sized junior school takes pupils from seven to eleven years old, and is maintained by the City of Plymouth Local Education Authority. The school shares its site with the infant school. Attainment on entry has varied. Pupils currently in Year 6 started at the school with average standards, whereas the attainment on entry of more recent intakes has been above average. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils identified as having special educational needs is average. Their needs are varied, with the majority having moderate or specific learning difficulties. A small number of pupils have difficulties related to their social, emotional and behavioural development and a very small number have speech and communication, hearing or physical difficulties. Just over one tenth of pupils belong to ethnic groups other than white UK heritage. The number of ethnic groups represented is large, with few pupils in each group. Sixteen pupils receive extra support for learning English as an additional language. The social and economic characteristics of the area are average. The school has been awarded the Schools Achievement Award and the Basic Skills Quality Mark.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24805	Alison Cogher	Lead inspector	Science History Geography Physical education English as an additional language
9837	Roy Walsh	Lay inspector	
17693	Esther Digby	Team inspector	English Art and design Design and technology Music Special educational needs
24891	Jackie Johnson	Team inspector	Mathematics Information and communication technology Religious education Personal, social and health education and citizenship

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** It provides good value for money. Effective leadership and management and good teaching ensure that pupils achieve well. The school provides a very supportive community with a very positive ethos in which all pupils thrive. Pupils enjoy school and have very positive attitudes to their work.

The school's main strengths and weaknesses are:

- Pupils achieve well overall, including in the core subjects of English, mathematics and science.
- Good teaching, effective teamwork and a well-planned curriculum ensure that pupils learn well.
- Leadership, management and governance of the school are good, although improvement is needed in governors' monitoring of the curriculum.
- Very good relationships and care for pupils are reflected in the very positive ethos of the school.
- Pupils have very positive attitudes to their work and benefit from the school's very productive links with the community and a very good range and number of enrichment activities.
- Limited use is made of information and communication technology (ICT) to extend pupils' learning and raise standards in other subjects.
- The key priorities for improvement are not easily identifiable in the school improvement plan.
- Monitoring information is not used well enough to guide improvement planning in some subjects.

The school has made good improvement since the last inspection. Standards in English, science, art and design and geography have risen and above average standards in mathematics have been maintained. Teachers' planning is now good and assessment procedures are firmly established. The planning of opportunities for pupils to develop their speaking and listening skills has improved. Although improved, there remain some inconsistencies in the quality of pupils' handwriting and presentation, and in teachers' marking.

### 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	A	A*	A
Mathematics	C	A	A	C
Science	C	A	A	C

*Key: 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.*

**Pupils' achievement is good.** Year 6 test results in English, mathematics and science have been well above average for the last two years and English results in 2003 were in the top five per cent of schools nationally. For pupils currently in Year 6, standards in the core subjects are

above average. This is lower than recent results because of changes in the intake. Year 6 pupils entered the school with average standards and are achieving well. Their achievement is also good in art and design and geography, but is satisfactory in religious education (RE) and ICT. These variations are due to variations in the quality of provision. Attainment on entry to the school is currently rising due to improving standards in the infant school from which most pupils are admitted. Pupils in Year 3 started the school with standards that were above average and they too are achieving well. Pupils with special educational needs and those learning English as an additional language achieve well throughout the school.

**Pupils' personal qualities, including their spiritual, moral and social development, are very good.** Pupils behave very well and demonstrate very positive attitudes to their work. Attendance is satisfactory. Pupils enjoy school and arrive punctually for the start of the school day. Relationships in the school are very good.

## **QUALITY OF EDUCATION**

The school provides a **good quality of education. Good teaching**, together with pupils' very positive attitudes to their work, results in good learning. Teachers' planning takes account of pupils' different learning needs. Pupils of all abilities are provided with a good level of support and challenge and as a result they learn well. Pupils with special educational needs and those learning English as an additional language are given good additional support that enables them to make good progress and achieve their individual learning targets.

The good curriculum is enhanced significantly by a very good range of enrichment activities. Effective links between subjects and good resources support pupils' learning. However, opportunities to use ICT to enhance pupils' learning in other subjects are not fully pursued. Pupils are cared for very well and receive very good support advice and guidance. The school's partnerships with parents, the community and other schools and colleges support pupils' overall achievement very well.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides good leadership. Senior managers and subject leaders are effective. All staff work well together as a whole team and within their year group teams. The school improvement plan is detailed and well constructed. However, the key priorities for whole-school improvement are not identified prominently for easy referencing and to assist in the process of monitoring. In some subjects assessment information is not used well enough to provide a clear focus for monitoring or to set focused targets for improvement. Governance of the school is good. Governors are well informed, actively involved in the school and have a good understanding of strengths and weaknesses. They ensure that all statutory requirements are met. However, they lack the confidence to monitor the curriculum well.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Pupils are very positive about their school and appreciate being consulted on a number of issues. Parents hold the school in high regard and are very pleased with its work. Inspectors are very pleased to endorse their positive views. A few parents expressed through the questionnaire concerns about bullying and the quality of information they receive about the progress their children are making. Inspectors found the actions taken by the school with

regard to bullying when it occurs to be appropriate and effective, and consider the information provided for parents to be very good.

## **IMPROVEMENTS NEEDED**

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

- Raise the profile of the key priorities for whole-school improvement within the school improvement plan.
- Develop the role of governors in monitoring and evaluating the curriculum.
- Ensure all subject action planning has a clear focus on raising standards.
- Provide more opportunities for pupils to use ICT to support their learning in other subjects.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

The achievement of all pupils is good throughout the school. Standards in the core subjects are above average.

#### **Main strengths and weaknesses**

- Good teaching and pupils' very positive attitudes to their work promote good standards and ensure all pupils achieve well.
- Achievement in English, science, art and design and geography has improved since the last inspection.
- Pupils' understanding is supported by the good links made between subjects.
- Pupils' skills in applying ICT to their learning of other subjects are underdeveloped.
- Pupils with special educational needs and those learning English as an additional language receive good support and achieve well.

#### **Commentary**

1. Well-documented assessment information shows that pupils' overall attainment on entry to the school varies from year to year. This is a result of differing proportions of pupils with special educational needs, higher-attaining pupils and those learning English as an additional language. In addition, the proportion of pupils who have left or been admitted to the school after Year 3 varies between year groups. These factors have an impact on the overall standards attained from year to year. However, the school has succeeded in maintaining standards that are above, or well above, those found nationally for the last three years. This represents good improvement since the last inspection. Standards in the infant school from which most pupils are admitted are rising and pupils' attainment on entry to Year 3 is now above average overall. Results in 2003 reflected the overall well above average ability of the year group. However, the overall attainment on entry for the Year 6 group observed during the inspection was average. Standards for these pupils are above average in English, mathematics and science, and all pupils have achieved well in relation to their individual starting points. There are no significant differences between the achievement of pupils of different ability, those from different ethnic groups or between that of boys and girls.

#### ***Standards in national tests at the end of Year 6 – average point scores in 2003***

Standards in:	School results	National results
English	29.9 (29.1)	26.8 (27.0)
Mathematics	28.3 (28.4)	26.8 (26.7)
Science	29.9 (30.1)	28.6 (28.3)

*There were 90 pupils in the year group. Figures in brackets are for the previous year*

2. Overall standards in English have risen since the last inspection. Above average standards in speaking and listening have been maintained, and pupils' writing has improved and is now above average. Very good improvement has been secured in

pupils' reading, which is now well above average. Standards in science have improved and are above average overall. Pupils' knowledge and understanding of scientific facts are above average. Their investigative skills are average because opportunities are sometimes missed for them to devise and carry out their own investigations. Standards in art and design and geography are above average. Improvements in these subjects are a consequence of good teaching and curricular planning that allows teachers to make effective links between many subjects. Standards in RE meet the expectations of the locally agreed syllabus. Standards in ICT are average and pupils' achievement is satisfactory. This is a consequence of the limited opportunities pupils have to use ICT and to extend their learning in other subjects. The good overall leadership and management of subjects and effectiveness of year group teamwork ensure that the curriculum is being constantly revised to meet the needs of pupils and ensure their learning builds progressively from year to year. Pupils' very positive attitudes to their work and to school in general are reflected in their good achievement and the standards they attain.

3. Pupils with special educational needs and pupils who are learning English as an additional language make good progress overall and achieve well in relation to their individual targets. The support provided by teachers and teaching assistants both within the classroom and in withdrawal groups is effective. This is because they know pupils very well and are able to respond appropriately to their varied individual needs. Consequently pupils become confident learners who work hard to improve. A small number of pupils who are learning English as an additional language make very good progress in the acquisition of spoken and written English skills by the time they leave Year 6 and need minimal additional support with their day-to-day work in the classroom.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is also very good overall. Attendance is satisfactory and punctuality is good.

### **Main strengths and weaknesses**

- Pupils' attitudes and standards of behaviour are very good because the school creates a very positive climate for learning.
- Enrichment activities support pupils' personal development very well.
- The very good relationship pupils have with one another and with staff support their effective learning.
- Provision for pupils' spiritual, moral and social development is very good.
- The school encourages pupils to take on responsibilities which develop their confidence, independence and self-esteem.

### **Commentary**

4. Pupils, including those with special educational needs and those with English as an additional language, say they enjoy being at school. Virtually all pupils are well motivated and come to lessons expecting to learn; they listen attentively, take an interest in their work and are eager to participate in discussions. They strive hard to improve. At the start of lessons pupils settle to work quickly and apply themselves well to both individual and group tasks without being over reliant on the class teacher. Their behaviour both in lessons and around the school is very good and this, along with their very positive attitudes, contributes strongly to their overall achievement and good learning. Playtimes

and lunchtimes are harmonious social occasions where friendships and confidence are developed. The school sets very high expectations for pupils' behaviour and works hard to promote very good relationships, both of which help to create a very productive atmosphere for learning. The school works successfully with pupils who display challenging behaviour to enable them to develop positive attitudes to school and learning. The very good range of enrichment activities and the promotion of peer mediation make a very important contribution to pupils' attitudes to learning, their personal development and their overall achievement. Pupils' personal skills and talents are valued and nurtured, which improves their self-esteem and gives them the confidence to approach all new learning in a positive way.

5. The very good relationships cultivated by the school have enabled pupils to feel they can share any worries or concerns with staff. Pupils are keen to show initiative and take on extra duties and responsibilities. They talk proudly of their roles as librarians or members of the school council. Teaching assistants give valuable help to pupils, often in small groups, and staff work hard to ensure that all pupils learn to the best of their ability. Pupils of all abilities and ethnic backgrounds are fully included and feel part of the school community.
6. Provision for pupils' spiritual development is very good. Pupils treat each other with respect and are given very good opportunities to develop their self-knowledge through reflection in religious education lessons, circle time and assemblies. Further opportunities for pupils to develop their spirituality are well planned across the curriculum. For example, in art and design pupils create expressive drawings in response to music, and in geography they discuss the awesome power and spectacle displayed during extreme weather conditions.
7. The school is very successful in promoting a strong moral code that pupils can understand. Pupils appreciate the time taken by teachers to discuss what is right and wrong and the impact of one person's actions on others. They also like the opportunities provided during circle time and personal, social and health education (PSHE) lessons to discuss problems or gain understanding of other people's views and feelings. The school has a strong community spirit and many opportunities are provided for pupils to work in pairs or small groups, to share resources and help each other. Along with the extensive enrichment activities, the annual residential visits for Years 5 and 6 pupils help to develop independence, confidence, teamwork and positive relationships in a less formal setting. Provision for pupils' cultural development is good. They visit places of cultural interest and study the work of local and international artists. Pupils' appreciation of the cultural traditions of others is developed well during religious education lessons, through the good use of visitors and the Global Citizenship Programme.<sup>1</sup>
8. Attendance is in line with the national average and pupils arrive punctually for the start of the school day. Pupils are keen to attend school and the school has effective procedures to promote good attendance. However a small number of parents take their children on holiday during term time and this is the major reason for absences.

***Attendance in the latest complete reporting year (%)***

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<sup>1</sup> A programme designed to help pupils understand their role as citizens within their local community as well as the wider European and world community.

Authorised absence	
School data:	5.4
National data:	5.4

Unauthorised absence	
School data :	0.0
National data:	0.5

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	291	1	0
White – Irish	1	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Bangladeshi	5	0	0
Chinese	3	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	31	0	0

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. Good teaching ensures pupils learn well. The good curriculum is enhanced by very good additional learning opportunities. The school works effectively with parents. Very good links with the community and very good care and welfare procedures and practice are very supportive of pupils' learning. More effective use could be made of ICT and assessment information.

**Teaching and learning**

The quality of teaching and learning is good. Assessment is satisfactory overall.

**Main strengths and weaknesses**

- Teachers' good subject knowledge ensures that basic skills are taught well and good use is made of questioning and discussion to extend pupils' learning.
- Teachers' planning ensures all pupils are appropriately challenged.
- Pupils find lessons relevant, interesting and fun and so work hard and are keen to improve.
- The organisation of pupils into ability sets in Year 5 and Year 6 is effective.
- The use of ICT to support pupils' learning is underdeveloped.
- Assessment procedures are thorough but pupils do not always know what they need to do to improve.

**Commentary**

9. Parents consider teaching to be good and think their children learn well. Inspection findings confirm their views and find that good quality teaching has been maintained since the last inspection. Teachers have good subject knowledge and teach the basic skills in subjects well.

They pay particular attention to ensuring that pupils have a good understanding of the vocabulary associated with specific subjects. Teachers also work hard to make learning have real meaning for pupils by linking it wherever possible to pupils' own life experiences. For example, pupils' involvement in the school's centenary celebrations gave meaning to their study of how the local area has altered because of changes made during the Victorian era and the devastation of the Blitz during World War II. As a result, pupils learn well and this is reflected in the standards they achieve. Lesson planning has improved to identify clearly what pupils are expected to learn.

10. Teachers make good use of questioning in lessons to check pupils' understanding and extend their learning, and pupils are regularly asked to explain and give reasons for what they are doing in their work. For example, in a Year 6 mathematics lesson the teacher effectively gauged pupils' understanding of probability before they designed games that would ensure a profitable return at the summer fair. This informal assessment of pupils is effective as teachers use this knowledge when planning lessons. Pupils in Years 5 and 6 are organised into ability sets for English, mathematics and science lessons. This practice is effective as pupils work at a pace and level of challenge that best supports their learning. Whilst teachers make good links between many subjects to add relevance to pupils' learning, the use of ICT is limited. For example, few opportunities are pursued for pupils to present their written work in English using word processing, or to enhance their mathematical and science skills by presenting and analysing information using data handling programs.
11. Pupils with special educational needs are well supported by teachers and teaching assistants, who give them the help they need to make good progress and achieve their individual targets for improvement. Pupils with English as an additional language are taught well by the specialist teacher. She ensures pupils have good opportunities to improve their command of English through conversation, which effectively supports their reading skills and written work. Pupils make good progress and achieve well, with a few becoming so competent in the use of English that they require only minimal support in lessons. Those who do need additional help in lessons are supported well by other pupils who act as their "learning buddies", and by teachers and teaching assistants.

**Summary of teaching observed during the inspection in 39 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (21%)	20 (51%)	11 (28%)	0	0	0

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

12. Throughout the school there is an expectation that pupils will behave well and work hard. Because relationships between adults and pupils are very good, pupils respond positively to this expectation and take a full and active part in lessons. Most lessons move at a good pace and pupils remain focused on the task they are completing. Pupils are keen to improve and say most of their lessons are interesting and fun. A very small number of lessons are over-directed by teachers and occasionally the opportunity for pupils to work independently or in pairs is missed. In these lessons, the pace of learning, whilst still satisfactory, is slower than it could be. Pupils particularly appreciate the opportunities they are given to learn from visits and visitors and to work with a wide variety of good resources. The working atmosphere of the school is calm and productive, and fully supports pupils' effective learning.
13. Homework is used well to support and extend pupils' learning. It is set regularly and increases in amount as pupils move into Year 6 to reflect the increasing demands of the curriculum. Pupils take homework seriously and, overall, parents are supportive of the school's efforts in this area. As a result, homework enhances pupils' learning and serves to help pupils develop positive work habits.

14. Assessment procedures are thorough and the information gathered is used well to set whole school targets and individual targets for pupils. These targets are shared with pupils and their parents, although they often reflect what pupils need to improve over a relatively long period of time. Consequently pupils' knowledge of what they need to do to improve in the short term is generally limited. However, in English lessons assessment is often good as pupils are helped to evaluate their own and others' work against specific criteria that are clearly explained at the start of a lesson. This practice is effective and pupils find it a valuable and rewarding experience because they are able to learn from each other, understand what they have achieved and what they need to do next to improve. This good use of assessment is not consistently applied in all year groups or in all subjects. Further improvements are being implemented to enable the school to track pupils' progress more accurately. This will enable the school to refine the targets set for individuals and groups of pupils and involve pupils more so they have a clearer understanding of what they need to do to improve. Targets set for pupils with special educational needs are focused clearly on what pupils need to learn next and support their progress well. Pupils requiring support for learning English as an additional language are also supported well by careful assessment of their competence in English and the clear identification of what they need to do next. Teachers mark pupils' work regularly and the quality of marking has improved since the last previous inspection. However, there remains some inconsistency of approach between teachers and in different subjects. The best marking provides pupils with feedback about what they have learned and also indicates clearly what they need to do next.

## **The curriculum**

The quality of the curriculum is good. The opportunities provided for enrichment of the curriculum are very good. Accommodation is satisfactory and resources are good.

## **Main strengths and weaknesses**

- The curriculum is well planned and organised to meet the needs of all pupils.
- Good links between subjects and very good enrichment activities enhance and extend pupils' learning well.
- The provision made for pupils' personal, social, health and citizenship education is very good.
- The provision made for pupils with special educational needs, those learning English as an additional language and more able pupils is good.
- Not enough use is made of ICT to extend pupils' learning in other subjects.

## **Commentary**

15. The curriculum is well planned and organised to meet the requirements of the National Curriculum and locally agreed syllabus for religious education. Teachers are committed to continuous and innovative development of the curriculum. The school has developed a broad, balanced and relevant curriculum that meets the needs of all its pupils. The good management of the curriculum by subject and year group leaders ensures that all pupils within a year group experience very similar learning opportunities at a level that is appropriate to them as individuals. The national strategies for literacy and numeracy have been well implemented by teachers and this has contributed to the above average standards attained by pupils in English and mathematics.

16. Pupils with special educational needs and those with English as an additional language receive good quality additional support to enable them to learn well. Pupils identified as being particularly able are provided with extended work in lessons and enrichment activities beyond lessons and as a result attain the high standards they are capable of achieving. The inclusion of all pupils is a high priority for the school in all aspects of its work and, as a result, there is good equality of opportunity.
17. The curriculum is planned around key themes and this enables many effective links to be made between subjects. This organisation of the curriculum in this way supports pupils' achievement overall as they are able to make meaningful connections between different aspects of their learning. However, opportunities to use ICT to extend learning and support the raising of standards in other subjects are often missed. For example, little use of spreadsheets and graphical representation is evident in science or mathematics. The school provides a very good range of extra-curricular activities. These enrichment activities include visits and visitors, and the opportunity to play a wide range of sports and to play musical instruments. Pupils in Years 5 and 6 thoroughly enjoy their residential visits; these provide additional opportunities for them to develop their skills in subjects such as geography and physical education, and promote their personal and social development. The local environment is used particularly well to support pupils' learning of the basic skills in subjects such as geography, history and religious education. For example, pupils study the buildings close to the school and learn how the area has changed over time. They make regular visits to Christian places of worship. Pupils' participation in the clubs organised out of school time is high because the school provides a good variety for them to choose from. Most pupils can find at least one club that they are interested in and their learning is extended from their involvement in them. For example, the drama, embroidery, chess and calligraphy clubs enable pupils to learn skills they would not normally learn during the school day.
18. There are a good number of well-qualified staff to support pupils' learning. Overall, the school's resources are good and they are used well to make learning interesting for pupils. The school works hard to overcome the limitations of some aspects of its accommodation. For example, although the school has no field, effective use is made of a local park. As a result, pupils develop the skills necessary to enable them to compete very successfully in a large number of sporting tournaments. The school recognises that its library is small and under-stocked and has plans to improve it. There has been good improvement since the last inspection in the accommodation and resources for ICT teaching. These facilities are shared with the infant school. Some difficulties remain, because of problems with the network in the computer suite and computer failures in the classrooms. This has had an impact on pupils' learning in ICT and other subjects because pupils do not always have as much time on the computers as they and their teachers would like to practise their ICT skills or use them to extend their learning in other subjects.
19. Provision for pupils' personal, social and health education, together with citizenship, is very good. Teachers' planning has improved to provide pupils with a very good range of activities in dedicated lessons that support their learning well. In addition, the use of the Global Citizenship Programme is effective in providing a focus for whole-school assemblies. Pupils develop a good understanding of their role as individuals within their local community and the wider European and world community. They learn much from the adults within the school, who act as very good role models and take care to create a welcoming and supportive environment in which pupils feel valued.

### **Care, guidance and support**

Very good provision is made for pupils' care, welfare and health and safety. Staff provide very good support, advice and guidance for pupils. Pupils' involvement in the work of the school is good.

## Main strengths and weaknesses

- Pupils' relationships with adults and each other are very good.
- Pupils' personal development is supported very well.
- The school values pupils' views and responds positively to them.

## Commentary

20. Pupils consider the school to be very friendly and welcoming. All pupils receive a high standard of care and as a result feel secure and able to enjoy their lessons. The school has developed very good strategies to raise pupils' self-esteem and to encourage them to help each other. For example, pupils act as "learning buddies" and older pupils are trained as peer mediators. Together with the very good provision for pupils' personal and social education in lessons these strategies encourage pupils to be open about their worries and to develop very good, trusting relationships with adults and each other. Pupils are keen to help one another with any difficulties they may face. Very good staff role models are available for both boys and girls, and this has a significant effect on pupils' achievement and learning. Teaching assistants and lunchtime supervisors know the children and their families well and provide good support to individual pupils. The school's child protection procedures are fully in place, and update training has taken place. The school promotes a healthy lifestyle by encouraging pupils to eat fresh fruit at break times and to have access to water throughout the school day.
21. The headteacher and staff know pupils well and make good provision for the welfare of pupils with special educational needs, particularly those with social and emotional difficulties. The school has very good links with a range of support agencies and works well with them to ensure that pupils are given the support they need to achieve well. Parents are involved in the development of their children's individual support plans and this helps ensure a continuity of learning between school and home. Equally good support is provided for pupils who are learning English as an additional language. The specialist teacher for these pupils knows them and their families well. She has a very good knowledge of their cultural backgrounds and is able to provide other teachers with the advice and support they need when planning to meet the needs of these pupils in the classroom.
22. Pupils' personal development is monitored effectively through class files and the sharing of information at staff meetings. Individual targets, both academic and personal, are allocated to each pupil and are used satisfactorily to inform pupils' reports and teachers' planning of lessons. However pupils are not always fully aware of the steps they need to take to make progress towards their targets.
23. There are very good induction arrangements for children transferring from the infant school. These include staff liaison on each child prior to entry and an induction programme for pupils at the start of Year 3. This ensures that the youngest children settle quickly into school routines and their learning builds on what they already know and can do. Pupils who join the school at other times are helped by other pupils, called "buddies", to help them settle quickly into class and school activities.
24. The school has good arrangements in place for consulting pupils and acting on their views. The well-established school council acts as a formal line of communication between staff and pupils. The school also uses questionnaires and discussion groups to

gather pupils' views. Pupils themselves hold the work of the school council in high regard. Representatives are democratically elected each year by their peers and the school takes the views the council expresses seriously. The school responds positively to pupils' views whenever possible and seeks to explain why at times it is not possible for the school to act on pupils' suggestions.

### **Partnership with parents, other schools and the community**

The school's links with its parents are good. Links with the community and other schools are very good.

### **Main strengths and weaknesses**

- Parents have positive views about the school and many help with school activities.
- Very productive links with other schools and colleges ensure pupils are confident about moving on to the next stage of their education.
- Links with the local community enrich the curriculum provided by the school.

### **Commentary**

25. Parents are very satisfied with the school and appreciate being regularly invited into school to take part in assemblies or to observe lessons. Parents are happy with the quality of teaching and the progress their children are making. They have great confidence in the leadership and management of the school and feel comfortable approaching staff or governors with any concerns. A very small number of parents expressed concern about bullying at the school and the quality of information they receive on the progress their children are making. Inspection findings consider that although bullying has occurred in the school, it has been dealt with quickly and effectively and teachers continue to be extremely vigilant on this issue. Similarly, the school is judged to provide very good quality information on pupils' learning through annual progress reports and parents' evenings held each term. Parents of pupils with special educational needs and those receiving support for learning English as an additional language are well informed about their children's progress and are encouraged to be fully involved in their children's learning.
26. The school has a very active parent teacher association run by a small number of dedicated parents who arrange fund raising and social events. These are well supported both by parents and the local community. Funds raised have been used to improve resources for teaching ICT and music. A number of parents and members of the local community are generous in helping to supervise pupils walking to the local park for physical education lessons or on school visits, helping in classes and conducting assemblies. The recent school centenary celebrations proved a great success in strengthening the very good links the school has with its community. This active involvement of parents and the community successfully enriches and extends pupils' learning in many subjects.
27. The school has worked very hard to establish very good links with the many secondary schools to which its pupils transfer. Teachers work with these schools to organise joint projects in mathematics and science. These allow Year 6 pupils to gain some prior experience of what it will be like to go to secondary school and help them to feel confident and excited at the prospect of the new opportunities they will be given. Staff from one local

secondary school have worked with the school to improve sporting skills. This has not only improved teachers' expertise but also helped to ensure sporting success for the school. Plymouth College also supports the school by allowing some of its facilities such as its sports field to be used by Hyde Park pupils.

## **LEADERSHIP AND MANAGEMENT**

The headteacher and other key staff provide good leadership. The school is well managed. Governance of the school is good.

### **Main strengths and weaknesses**

- The effective leadership of the headteacher and deputy headteacher has resulted in the school being held in high regard by parents, pupils and the community.
- There is a very strong commitment to meeting the needs of all pupils.
- Arrangements for the induction, performance management and training of staff result in good standards of teaching and learning.
- Effective teamwork in school and partnerships within the locality enhance the quality of education provided by the school.
- The governors know the school well and provide good support.
- The school's main priorities for improvement are not clearly identified in the school improvement plan.
- Governors' monitoring of the curriculum is underdeveloped.

### **Commentary**

28. The headteacher's clear vision and high aspirations for the school are reflected well in all aspects of its work and have earned it a deservedly good reputation in the community. The school is well led by the headteacher, who works hard with staff and governors to ensure the school provides a good quality of education. She is well supported by other key staff, particularly the deputy headteacher, who provides strong leadership of the curriculum. The school is well managed and the good relationships and team spirit evident among both adults and pupils working in the school result in a high level of care and commitment to the needs of each pupil.
29. Very good induction procedures ensure that new teachers quickly become fully involved in the life of school and are able to take on responsibilities with confidence. The professional development of all staff is well supported through the school's performance management procedures. Subject leaders have good knowledge of their subjects and through regular release time from their classroom duties are able to monitor their subjects throughout the school. Procedures for school self-evaluation and analysis of performance data are developing well but subject leaders do not consistently make best use of this information to help them define the improvements needed in their subject. Senior managers are now addressing this issue by improving systems for gathering and analysing the data produced. Subject action plans are in a consistent format that includes clear time scales and financial details. Collectively these action plans make up the school improvement plan. As a result, it is comprehensive and does contain the key priorities for improvement each year. Although the headteacher and her deputy have a clear view of the school's main priorities, they are not prominent enough within the school improvement plan to ensure the whole school community, including governors, are able to keep them as the focus for their efforts. Consequently, the monitoring of both the educational outcomes and the effectiveness of financial decisions is not as effective as it could be.

30. The school's aims are reflected in the way that it meets the needs of all pupils, enabling them to achieve well and reach the standards they are capable of. The good leadership and management of the provision made for pupils with special educational needs and for those learning English as an additional language results in these pupils also achieving well. Particularly able and talented pupils are identified and challenged both in lessons and through extension activities. In addition, the very good links with other organisations in the locality provide these pupils with an extended range of appropriately demanding extra learning opportunities.
31. Governors fulfil their statutory duties effectively. The committee structures are efficient and governors are kept well informed of the school's work by the headteacher. Governors are actively involved in many aspects of the work of the school and so have a good understanding of its strengths and weaknesses overall. However, the governors recognise that they are not yet confident in monitoring the school's progress towards curricular priorities. This is due in part to these priorities not being clearly identified in the school improvement plan. Clarification for governors of these priorities would provide them with a better focus for their monitoring and facilitate the development of this area of their responsibilities.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	769,764
Total expenditure	753,217
Expenditure per pupil	2,110

Balances (£)	
Balance from previous year	-5,037
Balance carried forward to the next	11,510

32. Governors and staff make satisfactory use of the resources available to them and consider best value for money when making spending decisions. Financial systems are well managed and the school promptly addresses any issues raised in auditor's reports. Improved clarity of the school's main priorities for development would allow the school to improve its budget planning and judge the effectiveness of its spending decisions with greater accuracy. Spending per pupil is below the average nationally and pupils achieve well. Overall the school provides good value for money.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Teaching is good and, as a result, pupils work hard and learn well in lessons.
- All pupils achieve well and overall standards are above average.
- Provision for pupils learning English as an additional language and for those with special educational needs is good.
- Pupils know how well they are doing and what they need to do to improve as a result of effective marking and evaluation of written work.
- Pupils apply their literacy skills well in other subjects.
- Pupils make only limited use of ICT to present their work.
- Handwriting standards vary and teachers' efforts to improve this aspect of pupils' work are not consistent across the school.

#### **Commentary**

33. Improvement since the last inspection has been good. The national literacy strategy has been successfully integrated into the school's provision for English and this has contributed to the overall rise in standards in reading and writing. Overall, standards are now above average. They are above average in speaking and listening and writing, and well above average in reading. Throughout the school all pupils achieve well in all aspects of the English curriculum. The special educational needs co-ordinator and specialist teacher for pupils with English as an additional language know their pupils well, and work with other teachers and support staff to provide pupils with effective programmes of work that meet their individual needs and enable them to make good progress. More able pupils are also identified and given appropriately challenging learning opportunities, particularly in Years 5 and 6, where the setting arrangements are effective in meeting the differing needs of pupils. Boys and girls achieve equally well.
34. Most pupils are articulate and confidently make mature contributions when answering questions or participating in class discussions. Their vocabulary is well developed and pupils have a good knowledge of the correct terminology for grammar and writing conventions. Teachers provide good opportunities for pupils to share ideas with each other in paired work, as well as in whole-class sessions. These opportunities, together with the good quality of teachers' questioning, ensure pupils' oral skills develop well as they move through the school. The school encourages further development of speaking skills through activities that include drama and debates.
35. Pupils read very well and enjoy reading a wide range of fiction and non-fiction books. They have a very good understanding of the text and talk enthusiastically about their favourite books and authors. Although the school library is small and contains too few books for the size of the school, it is used well by pupils. They have good knowledge of the library system and can find books using the numerical cataloguing system very effectively. Pupils act as librarians and show high levels of responsibility in maintaining records of withdrawals and returns, as well as keeping the library tidy and well organised. The school is aware of the limitations of the current library and has detailed plans to upgrade the facilities.
36. Pupils write at length and are able to present facts well and write imaginative poetry and prose. Year 6 pupils produce storybooks for pupils in the adjoining infant school. Prior to starting their

work they carry out research by talking to the pupils to find out what sort of stories they like. They use this information to plan their stories, including illustrations that they think will appeal to younger readers. These young authors respond very imaginatively to the requests. For example, one pupil wrote a story about the adventures of "The Shark with No Teeth"; another pupil who did not personally like fairy stories made a great effort to create a story about a "magic princess" in order not to disappoint his young customer. The writing of the most able and oldest pupils is often of a very high standard. However, opportunities for pupils to present their work in a "polished" form through the use of ICT are often missed. Whilst handwriting and presentation have improved since the last inspection, there remains room for further improvement. Too many pupils do not consistently record their work in English or other subjects in a joined handwriting style, even though they do so in formal handwriting practice sessions. Pupils' learning in this aspect of their work is not as good as it could be because teachers' expectations and efforts to improve pupils' work are not consistent across the school.

37. Good teaching that motivates pupils results in good learning. Teachers plan effectively in year group teams and provide pupils with stimulating activities that motivate them to learn. Good use is made of a variety of texts including those from other cultures. The good teaching of a wide range of strategies for writing and the focussed support for the development of grammar and punctuation skills enable pupils to become confident writers. Teachers manage pupils well and the very good relationships they have with them help to secure the positive attitudes and hard work of pupils in lessons that result in good learning. Most teachers mark work effectively, clearly identifying what pupils need to do to improve. A particularly good feature of some lessons is the opportunity for each pupil to set their own criteria for achievement at the start of their work. This is then reviewed by the pupil and also by their peers, and often marked against these criteria by their teacher. As a result of this good assessment practice, pupils have a very good understanding of what they can do and what they need to do to improve. Moreover, by sharing the criteria with each other, pupils' understanding of the elements of good writing is increased. Homework is set regularly and is effective in support of pupils' learning overall.
38. The subject leader was absent at the time of the inspection. However, evidence gathered from her notes and records, plus discussion with other members of staff, indicates that she provides good subject leadership. She provides effective support for staff because she has good subject knowledge. Monitoring of provision and analysis of performance data are used to inform the priorities for development. However, the information she collects could be better organised to enable the main focus for improvement to be clearly identified and understood by staff and governors.

### **Language and literacy across the curriculum**

39. Pupils apply their writing skills well in other subjects. They are taught to record science experiments appropriately and their work in history provides opportunities for writing factual accounts, diaries and autobiographies. In geography, skills of persuasive writing are put to practical use when pupils produce leaflets advertising a holiday area. Pupils use their very good reading skills effectively when researching information in other subjects of the curriculum.

### **MATHEMATICS**

Provision in mathematics is **good**.

## Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Teaching is good and secures a positive response from pupils so they learn well.
- The organisation of pupils in Year 5 and 6 into ability sets is effective in securing good pupil achievement.
- ICT is not used effectively to support learning.
- Good leadership and management are having a positive impact on pupils' achievement.
- Assessment procedures are good but the information gathered is not always used to help pupils understand what they have to do to improve.

## Commentary

40. Standards in Year 6 are above average. A significant number of pupils, including those who are identified as gifted and talented, attain standards that are well above those expected. All pupils achieve well, including those with special educational needs and those learning English as an additional language. There is no significant difference between the achievement of boys and girls. Pupils are confident in the use of the number system and tackle many problems in their heads. They use a range of strategies to complete increasingly complex calculations as they move through the school.
41. Improvement since the last inspection has been good. The quality of teaching is good. Teachers have good subject knowledge and teach the basic skills and vocabulary of mathematics well. As a result of effective collaboration between teachers in year group teams, planning is good and reflects the successful integration of the national numeracy strategy into the teaching of mathematics. Lessons are well structured to provide opportunities for pupils to develop good mental calculation skills and to learn and apply new knowledge and skills. Teachers know their pupils well and plan lessons that are firmly based on what pupils have already learned. Consequently most pupils are able to work independently when required to do so and learn well. The setting of pupils in Years 5 and 6 is effective because it enables pupils of differing abilities to be suitably challenged and supported in a learning environment in which they feel very confident and this helps to secure their good achievement. Teachers have high expectations of their pupils and work hard to help pupils achieve them. The regular use of "challenge sheets" in Year 4 that are matched to pupils' individual abilities provides an effective and stimulating start to lessons that motivates pupils to learn. Teachers rarely miss opportunities to reinforce or extend pupils' learning and are able to turn pupils' mistakes into positive learning experiences for the pupil concerned and the rest of the class. The very good relationships evident between teachers and pupils, and between pupils themselves, ensure that pupils respond positively in lessons and learn well. Pupils work co-operatively and this contributes well to their social development. Teaching assistants support the learning of lower-attaining pupils effectively and homework is used well to reinforce classwork or to prepare pupils for the following lesson.
42. Leadership and management are good. The subject leader has raised the profile of mathematics by improving the quality of displays around the school and establishing a "Maths Club". Through her monitoring of teaching and learning she has helped to raise teachers' expectations of pupils and this has had a positive impact on standards and achievement. She has also promoted a system of marking pupils' work in relation to the objectives of each lesson. This is helping pupils to know if their learning has been effective, but does not always show them what they have to do to improve. Monitoring of lessons and assessment information is used to identify aspects of the provision for mathematics that need improvement. However, it is not made clear in the subject action plan how these improvements are linked to the raising of standards. The subject leader is also aware of the need to use ICT more to support pupils' learning and raise standards, for example, in the area of graphical representation of data.

## Mathematics across the curriculum

43. Good opportunities for pupils to use their mathematical skills in other subjects. For example, in science, pupils measure the time spent on physical activity and calculate their pulse rate when investigating the function of the heart. In design and technology, they construct star diagrams to evaluate the popularity of the salads they have made.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Standards have improved and are above average throughout the school.
- The organisation of pupils into sets in Years 5 and 6 has a positive effect on standards attained by pupils.
- Pupils achieve well as a result of good teaching.
- Pupils' attitudes are very good and they work together very well.
- The use made of ICT to support learning is limited.
- Opportunities for pupils to carry out independent investigative work are sometimes missed.

### Commentary

44. Throughout the school, standards in science are above average and pupils' achievement is good. Boys, girls and pupils learning English as an additional language achieve equally well in relation to their prior attainment, as do pupils with special educational needs. Progress since the last inspection has been good as standards and the quality and quantity of resources have improved.
45. Teachers are aware of pupils' individual abilities. They work well together in year group teams to plan lessons that enable pupils to build successfully on their previous learning, and ensure that lessons for each year group have clear learning objectives and are matched well to pupils' learning needs. The setting of pupils according to their ability in Years 5 and 6 is effective because it allows pupils to challenge each other at their own level and pursue their learning at a pace that suits their needs. In Years 3 and 4, teachers take care to plan lessons that will both support and challenge pupils of differing abilities within their classes. This planning and organisation ensures that all pupils learn well. Teachers' good subject knowledge enables them to explain scientific principles clearly to pupils. They pay particular attention to developing pupils' understanding of scientific vocabulary and this enables pupils to work confidently in lessons. Opportunities for pupils to use their mathematical skills are often pursued, which helps to raise standards in science and mathematics. Limited use is made of ICT to support pupils' knowledge and understanding in science. Where it is used, for example in a Year 5 lesson on the circulatory system, it is effective in moving pupils' learning forward and consequently raising standards. Pupils are competent in carrying out a scientific investigation as a result of teachers' good guidance. However, they do not have enough opportunities to plan and implement their own investigations, and, as a result, their skills in working independently are not fully developed. Good resources are used well to support the learning of all pupils. Teachers' marking of pupils' work is variable, with the best giving pupils a clear indication of what they have learned and need to do next to improve. The

standard of presentation of pupils' work is also variable, although it has improved overall since the last inspection.

46. Pupils show high levels of co-operation and collaboration when carrying out investigations or research. Pupils in Year 5 demonstrated very good attitudes and behaviour and great enthusiasm when working together to investigate the heart. Working very effectively as a team, they gathered data to show the effect of exercise on heart rate and the time taken for individuals to return to their resting heart rate. Discussions with pupils confirmed that they thoroughly enjoy their science lessons and particularly enjoy the investigative nature of the subject.
47. The subject leader provides satisfactory leadership and management. She is knowledgeable and has monitored the provision made for science through observing lessons and evaluating teachers' planning and pupils' work. She has identified the need to improve the teaching of investigative science and use of ICT to support pupils' learning. The school gathers valuable assessment information about pupils' progress and their achievement and uses it to decide what actions need to be taken to improve the provision. However, the expected impact on standards is not identified and therefore monitoring the success of the actions taken is not as effective as it could be.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Resources have improved since the last inspection.
- Pupils' basic skills are secure except in the use of databases and data handling.
- Assessment procedures do not help pupils to improve.
- ICT does not effectively support learning across all curriculum areas.

### **Commentary**

48. Nationally expected standards have been maintained since the last inspection. Overall, pupils' basic skills are secure but they are variable across different aspects of the subject. For example, although pupils are confident in the use of word processing they have had few opportunities to use databases and to explore the various ways in which data can be presented or analysed. Overall, the achievement of all pupils, including those with special educational needs and those learning English as an additional language, is satisfactory.
49. The quality of teaching is satisfactory. Lessons are planned carefully but do not always take full account of the varying needs of all pupils in a class. Teachers manage pupils well and provide a range of stimulating tasks to which pupils respond well. For example, pupils in Year 5 make good use of a computer program in science to help them understand the function of the heart and circulatory system. However, opportunities are missed to use ICT to support learning and the raising of standards in other subjects. For example, little use is made of ICT to support pupils' understanding in mathematics, particularly in the areas of recording and interpreting data. Pupils work well together when sharing computers and this contributes well to their learning in ICT and their social development. The effective support of teaching assistants enables lower-attaining pupils to make the most of the learning opportunities they are given. Resources have improved since the last inspection with the installation of an enlarged and updated ICT suite. Severe problems with maintaining the networked computers have led to a loss of teaching and learning time. Although teachers have worked to compensate for these

difficulties they have resulted in pupils having little opportunity to raise the standard of their work. Teachers currently make a formal assessment of the three most able and three least able pupils in their class to gauge the learning of the class overall. Whilst this system is manageable and provides a sound overview of standards and achievement it does not provide sufficient information to enable teachers to plan lessons that match accurately the needs of all pupils. In addition, as a consequence of this arrangement pupils' understanding of what they have achieved and need to do next to improve is limited.

50. Leadership and management are satisfactory. The subject leader has implemented a new scheme of work and this has ensured that pupils experience all aspects of the ICT curriculum, although it is limited in the areas involving databases and data handling.

### **Information and communication technology across the curriculum**

51. The use of ICT to support and extend learning in English, mathematics and science is limited although its use is evident in some other subjects. In art, for example, pupils use a painting program to draw scenes of Dartmoor in the style of local artist David Hockney. In music, they extend their skills in composing and in history they access a web site to research life in the Victorian era. However, the school recognises that ICT is not yet used effectively to support pupils' learning overall and further development is needed in this area of its work.

## **HUMANITIES**

*Religious education and geography were inspected individually and are reported on in full below. Work in history was sampled.*

52. Discussions with pupils indicate that **history** is one of their favourite subjects. This is because they go on lots of visits to places they find very interesting and are encouraged to learn through research and handling artefacts. They use a wide variety of source materials to support their learning, many of which are loaned by the local museum. Pupils talked enthusiastically about the school's centenary celebrations held immediately prior to the inspection, and had clearly learned a lot about the years 1904 to 2004. In relation to their school, the immediate locality and Plymouth as a whole, pupils had learned about life in the Victorian era, the 1930s and the Blitz years of World War II. Pupils in Year 4 completed independent research projects that were wide ranging and together provided a valuable insight for other pupils into the changes that have taken place over the last 100 years. Subjects studied were as diverse as fashion, television, cars and pantomime. Very good use is made of the community and the local area to enhance pupils' learning. Pupils regularly study the buildings in the area as they compare life in the past with that of today. They have a good understanding of chronology and how aspects of life change with the passing of time. The subject leader for history is knowledgeable and enthusiastic. She provides other teachers with good support and monitors the overall provision of the subject well. Links to literacy are generally well developed through writing and the use of fiction and non-fiction texts for research. The need to improve the use of ICT to support pupils' learning is identified as an area for development. The scrutiny of pupils' work confirms this as an area in need of improvement; in particular to support the extent of pupils' research in the topics they study. Teachers' marking of pupils' work varies in quality, with the best giving pupils a clear indication of the standard of their work, what they have learned and what they need to do next.

### **Religious Education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' knowledge of the major religions represented within the school contributes well to their spiritual, moral, social and cultural development.
- Teaching methods do not always motivate pupils.
- Visits and visitors support pupils learning well, although there is a need to improve the range of places of worship visited.
- The subject leader has a clear understanding of the areas for development.

## Commentary

53. Standards noted in the last inspection have been maintained and are in line with the expectations of the locally agreed syllabus. Overall, the achievement of all pupils, including those with special educational needs and English as an additional language, is satisfactory. Pupils' knowledge of Christianity, Judaism and Hinduism is satisfactory. They understand how people from these religions express their religious beliefs. The school has made additional provision for pupils to study Islam, as there are a number of Muslim pupils in the school. This positive response from the school reflects its commitment to the inclusion of all pupils. Pupils have a well-developed sense of right and wrong and appreciate the rights of other people to express different opinions and to follow their own religious beliefs. Religious education contributes well to pupils' very good spiritual, moral, social and cultural development.
54. Teaching is satisfactory overall. Planning to meet the expectations of the religious education syllabus is good, but monitoring by the subject leader indicates that teachers' expectations are sometimes not high enough. This aspect of teaching is currently a focus for development. Teachers manage pupils well and the very good relationships enable productive discussions to take place in lessons. However where planned activities require little active involvement pupils are not strongly motivated and this limits their achievement. Conversely, in lessons that include activities such as role-play, pupils learn well. This was evident in a Year 6 lesson, where pupils made good progress in their knowledge and understanding of the significance of the events in the story of Rama and Sita by acting it out.
55. Teachers work well in their year group teams when organising visits and visitors to support pupils' learning. For example, during the inspection all Year 5 pupils benefited from a talk given by a Buddhist. Pupils visit Christian places of worship and have a sound knowledge of the main features of these buildings. However, no visits are made to the places of worship of other religions and consequently pupils have limited first hand knowledge of the special features of these buildings. Some good links are made to other subjects, for example, models of Hindu temples and Pentecostal banners are produced as part of pupils' work in design and technology. However, ICT is rarely used to support pupils' learning.
56. Leadership of the subject is good and management satisfactory. The subject leader has good subject knowledge and is committed to improving the provision further in order to raise standards. She has clearly identified areas for development but the strategies to be employed to achieve them are not securely in place. Satisfactory improvement has been made since the last inspection.

## Geography

Provision in geography is **good**.

### Main strengths and weaknesses

- Good teaching ensures that pupils achieve well and standards are above average.
- Visits are used very well to support pupils' learning.
- Pupils' attitudes are very good and they work hard in lessons.

- The subject action plan does not show how the actions to be taken will bring about improvement.

## Commentary

57. Teaching and learning are good and pupils reach standards that are above those expected nationally by the end of Year 6. This represents good improvement since the last inspection. Teachers have good subject knowledge and plan lessons that enable pupils to build successfully on their previous learning. Pupils' achievement is good because teachers give good quality explanations and teach new skills and subject specific vocabulary effectively. Good resources are used well to motivate pupils and lessons are well structured to maintain pupils' interest and enthusiasm. The use of visits makes a very good contribution to pupils' learning as they play an important part in making work interesting and relevant. For example, pupils in Year 4 visit Burrator on Dartmoor. Back in the classroom they confidently use maps of the area and are able to calculate the distance between two places using string and the map's scale after the procedure is demonstrated by the teacher. Pupils say they really enjoy the visits they are taken on as they bring learning to life and make it fun. Teachers use questioning well, to find out what pupils know and understand. They use this knowledge well to challenge pupils and extend their learning in lessons.
58. Pupils' enjoyment of geography is reflected in the considerable effort they put into working together and completing tasks well. They listen carefully to each other and their teachers and work hard to improve their knowledge and skills.
59. The subject is well led and managed. Regular monitoring of teaching, lesson planning and the assessment of pupils' work provide the subject leader with good information about how well the subject is being taught and what pupils have learned. The subject action plan is detailed, although how the planned actions are expected to contribute to overall improvement, particularly in relation to the standards pupils are expected to reach, is not clear. The subject leader is aware of the need to ensure the plan has a clear focus that can be judged to determine whether or not the actions taken have been successful in improving provision and standards further.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Art and design was inspected individually and is reported on in full below. Design and technology, music and physical education were sampled.*

60. Work in **design and technology** is often linked effectively to other subjects, and pupils are provided with a good range of learning opportunities. For example, pupils in Year 6 base their designs on the work of a well-known artist who had inspired their painting in art lessons. Much of the work on display shows a good understanding of the appropriate techniques and tools needed to make a particular artefact. There are planned opportunities for pupils to evaluate their work and assessment procedures cover each aspect of the process of designing, making and evaluating. The subject leader is well organised and has a good understanding of the subject. She uses her monitoring time well to evaluate the provision and ensure through year group planning sessions that pupils build progressively on their previous learning.
61. In **music**, pupils enjoy singing. They sing very tunefully with lively expression in whole-school hymn practice and are able to follow a two-part song well. Pupils show satisfactory understanding of pitch and dynamics. In a good lesson observed, they made informed suggestions about the instruments used to depict various animals. Pupils are given good opportunities to extend their musical experiences through learning an instrument with the peripatetic instrumental tuition service and in the school's recorder club. School productions enable pupils to perform, and a good number of visitors to the school enrich the music curriculum. However, the school does not have as many extra-curricular opportunities for

music as it has had in the past and the headteacher is seeking to improve this. Provision for music is well led by the subject leader, who has good subject knowledge.

62. Pupils are very enthusiastic about their **physical education** lessons and enjoy the very good provision made by the school for them to participate in a range of competitive sports tournaments. The success of the school in these events is a reflection of the well-planned and organised physical education curriculum. The school has no field but makes good use of a local park to enable pupils to play team games and compete in athletics activities on an appropriate surface. Parents are very supportive and are valued highly by the school, as they provide the additional adults needed to walk pupils to and from the park and transport them to tournaments. Lessons are planned to take account of all pupils' individual abilities, with the result that they experience a good level of challenge and work hard to improve their personal performance. This was evident in a good lesson observed, where pupils practised their events for sports day. Each event was designed to take account of pupils' skills and as a consequence of effective coaching by the teacher they were able to improve significantly their individual and team performance. Pupils display good levels of teamwork and sportsmanship. They understand the importance of warming up and cooling down before and after taking exercise in order to protect their bodies. The subject leader is knowledgeable, enthusiastic and committed to the further development of the subject. He monitors the subject well and provides good support for other teachers to enable them to improve their teaching.

## **Art and Design**

Provision in art and design is **good**.

### **Main strengths and weaknesses**

- Standards are above average and pupils throughout the school achieve well.
  - The high quality of art and design on display in the school enhances the learning environment and contributes to the very good ethos of the school.
  - Activities and ideas from other subjects of the curriculum provide a range of interesting stimuli for work in art and design.
63. By the end of Year 6, pupils reach standards that are above average. This represents good improvement since the last inspection. Pupils throughout the school enjoy art lessons and achieve well. Lessons are carefully planned with interesting starting points, often related to work in other areas of the curriculum. The scheme of work, supported by good resources, enables pupils to experience a wide range of media and techniques. Pupils' work is displayed very well around the school and serves to promote the very good ethos of the school through demonstrating the value placed on pupils' efforts.
64. The quality of teaching and learning is good. Teachers give good demonstrations, explain tasks carefully and provide very good feedback to pupils whilst they are working. As a result, pupils are enthusiastic and have a clear idea of what they are trying to achieve in lessons. This was evident in a very effective Year 5 lesson that was observed, in which pupils made clay models of fruit, related to their food technology work. Pupils were given appropriate materials and modelling tools and the teacher gave clear instructions about how to work effectively with clay. Pupils had brought real fruit to serve as the stimulus for their work. The very good relationships and ethos of the school were evident in the way pupils who had brought fruit happily shared with pupils who had not brought anything. Pupils' very good levels of concentration and the high quality guidance from the teacher resulted in very good achievement by the end of the lesson. Pupils' understanding of form and texture developed well as the teacher encouraged pupils to make a model of the whole fruit and a halved cross-section, with the resulting different shape and texture of the end products.

65. Pupils' sketching and drawing skills have improved considerably since the last inspection. Pupils show good awareness of colour and form and can mix paints effectively to create different colours and shades. Their work shows good understanding of the difference between foreground and background and use of perspective. The range of both two- and three-dimensional work, which includes observational drawing, painting, pattern, printing and use of fabrics, is very good and ensures pupils work with many different media and techniques. Pupils regularly use the work of famous local and international artists or visits within the local environment as a starting point for their own work. Links to literacy are also used effectively. For example, pupils in Year 3 painted landscapes after being inspired by the poem "The Highwayman".
66. Subject leadership is satisfactory overall. The subject leader has good subject knowledge. However, the plan for improving provision in the subject is not securely based on information gathered through monitoring. Consequently the plan does not clearly indicate the expected outcome of the actions to be taken, particularly in terms of improving standards.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- Pupils' personal development and understanding of the needs of others are very good.
- Teaching in PSHE lessons is good and opportunities to support pupils' learning through other subjects and aspects of the school's work are pursued well.
- The very good range of enrichment activities provided by the school support pupils' learning very effectively.
- Good leadership and management ensure the provision is continually developing to meet the changing needs of pupils.

### **Commentary**

67. Pupils achieve well and reach a good standard of personal development as a result of the very good provision made by the school in this aspect of its work. Improvement since the last inspection has been good. The school now follows a national scheme of work that it has successfully adapted to meet the needs of pupils. The incorporation of the Global Citizenship Programme has enhanced the overall provision. This is because it provides additional opportunities through a programme of assembly themes for pupils to develop an understanding of their role as individuals within their local community and the wider European and world communities. Pupils' personal development is supported very well in PSHE lessons, where they are helped to consider and understand the needs of others. For example, pupils in Year 6 show a clear appreciation of the stress, anger and confusion experienced by some senior citizens with respect to the council tax. Discussion and debate are used well in lessons to explore issues. Very good relationships between staff and pupils and between pupils themselves allow these sessions to be constructive. Teachers pursue opportunities in all lessons to enhance pupils' personal development and to promote their citizenship skills. Pupils with special educational needs and those learning English as an additional language are fully included and all pupils' opinions and ideas are equally valued. The harmony that exists in lessons and the very good levels of

co-operation and collaboration between pupils are evidence of the success of the provision.

68. Teaching is good and results in good learning. Lessons are well planned to match the learning needs of pupils. Ideas and themes are built on successfully from one lesson to the next. Teaching effectively encourages pupils to share ideas and identify important aspects in their own lives and the lives of others. For example, pupils in Year 5 confidently discussed their aspirations for the future and identified the personal short and long-term objectives that were necessary in order to achieve their long-term aims. Many opportunities are provided for pupils to learn about health issues, including those related to sex and drugs education. These aspects of pupils' learning are included within PSHE, science and physical education lessons and through additional separately organised sessions. This well co-ordinated comprehensive range of learning opportunities contributes significantly to pupils' good achievement.
69. The extensive range of enrichment activities provided enhance learning very well. For example, pupils in Year 5 and 6 take part in residential visits that promote their social skills through activities designed to develop their ability to work as a team. Pupils are encouraged to take on additional responsibilities through their work as school councillors, librarians and "learning buddies". The very good range of sporting activities and after-school clubs offered by the school cater for a wide variety of interests that enable pupils to work and play together.
70. This aspect of the school's work is well led and managed to take account of all pupils' needs. Teachers support each other well, for example when dealing with the sensitive topic of bereavement. Rigorous planning in year group teams allows teachers to share ideas and review aspects of the provision to ensure it remains relevant and effective for pupils. Good assessment and recording procedures have been firmly established to monitor pupils' individual development and this information is communicated to parents in their child's annual report.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

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

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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