

INSPECTION REPORT

LEIGHAM PRIMARY SCHOOL

LEIGHAM

LEA area: City of Plymouth

Unique reference number: 133602

Headteacher: Mr Barry Harding

Lead inspector: Mr Paul Canham

Dates of inspection: 4th - 7th November 2003

Inspection number: 256725

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary and Nursery
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	406
School address:	Cockington Close Leigham Plymouth
Postcode:	PL6 8RF
Telephone number:	01752 790990
Fax number:	01752 790690
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Christine Wood
Date of previous inspection:	No previous inspection of this recently amalgamated school

CHARACTERISTICS OF THE SCHOOL

- Leigham has recently-amalgamated and is larger than average for this type of school.
- The school is highly valued by the local community, and serves as a focal point for local events.
- The proportion of pupils with special educational needs is below average, and no pupil has English as an additional language.
- The proportion of pupils' eligible for free school meals are just below the national average.
- The school draws the large majority of its pupils from two housing estates with privately owned and rented accommodation.
- Attainment on entry to the Nursery is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1353	Paul Canham	<i>Lead inspector</i>	Science; Design and technology; Personal, social, health and citizenship education; Physical Education.
9646	Geraldine Osment	<i>Lay inspector</i>	
22178	Kate Robertson	<i>Team inspector</i>	Mathematics; Art and design; Information and communication technology; Special educational needs.
27240	Tony Hooper	<i>Team inspector</i>	English; Music.
26292	Helen Mundy	<i>Team inspector</i>	The Foundation Stage; History; Geography; Religious Education.

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	5
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	9
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	12
THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	22

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Leigham is an effective school that provides good value for money. Having overcome the initial challenges brought about by the recent amalgamation, the school forms a focal point for local events, and is valued by the local community. The school's commitment to inclusion, and its strong ethos, underpins much of its work. Pupils achieve well in most subjects. They make positive gains in their personal development because they receive good quality teaching and effective support and guidance. Recent results show that pupils attain standards that are higher than those expected nationally. The headteacher, with the close support of staff and governors, provides a clear vision, and is committed to promoting equality and high levels of achievement. Parents value the school's work because it offers pupils a broad and innovative curriculum.

The school's main strengths and weaknesses are:

- Good levels of achievement, and standards that are above national expectations in mathematics, science, physical education, and art and design.
- The good development of pupils' creative and aesthetic skills.
- Effective leadership and good teaching.
- Pupils' very positive attitudes and good behaviour.
- A broad and innovative curriculum, and a very good range of extra-curricular and enrichment activities.
- A caring environment in which outstanding displays reflect the high value that the school places on the performance of individual pupils.
- The lack of a systematic approach to the development of writing in subjects other than English.
- Lack of consistency in planning within the Foundation Stage.

The school was formed in September 2002 following the amalgamation of the infant and junior schools located on the same site. The school has not undergone a previous inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			*similar schools
	2001	2002	2003	2003
English	N/a	N/a	B	B
Mathematics	N/a	N/a	A	A
Science	N/a	N/a	B	B

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

**As the school has recently amalgamated the benchmark is that of schools with similar Free School Meals and not schools, whose pupils attained similarly at the end of Year 2.*

The data shows that the achievement of pupils is good. In English, girls gained higher standards than boys, which is similar to that found nationally. Girls also gained higher standards than boys, and higher than those found nationally, in science. These gender differences were not evident in the work seen and scrutinised during the inspection. The high levels of achievement gained by all pupils place the school in the top 25 per cent of schools.

Attainment on entry is average overall. Children get a very good start to their education in the Nursery because they benefit from very good teaching and well-focused support. Pupils currently in Years 2 and 6 are on course to reach standards above the expected levels in mathematics and science by the end of the year. In English, standards are at the expected levels overall, but not sustained in pupils' writing skills. In religious education, pupils' work matches the objectives of the locally Agreed

Syllabus, and standards in information and communication technology are on course to meet the national expectation. Standards are above national expectations in art and design, and in some aspects of physical education. Owing to the focus of the inspection, insufficient evidence was gathered to judge standards in the other subjects. Pupils with special educational needs achieve well because individual targets are closely matched to their stages of learning.

Pupils' personal development, including their spiritual, moral, social, and cultural development, is very good. Pupils have very positive attitudes to school and to their learning. Behaviour in lessons and around the school is very good, and pupils are keen to achieve. Pupils enjoy very good relationships with each other, and develop into mature individuals by the time they leave the school.

QUALITY OF EDUCATION

The school provides a good quality of education. The quality of teaching is also good, and effective teaching was seen throughout the school. The most successful lessons are conducted at a lively pace, and involve pupils in imaginative tasks. The quality of provision extends to the very good range of extra-curricular activities, which encourages the development of pupils' performing and creative skills. Assessment is satisfactory overall; good in some subjects, but in others the school has yet to make the best use of information obtained from assessment procedures.

The school provides a very good curriculum, which is broad and innovative, and successfully underpins pupils' learning through cross-curricular activities. The provision for special educational needs is also good, and the individual education plans include clear instructions on how to meet the pupils' needs. The quality of care is very good, and the school is highly valued by parents and the community.

LEADERSHIP AND MANAGEMENT

The headteacher provides effective leadership for the school, and management is good overall. The headteacher's thoughtful and sensitive leadership has successfully unified the staff from the two schools involved in the amalgamation. The support of key staff, and the involvement of the effective governing body, means that the school has a common sense of purpose, and a commitment to fulfilling the headteacher's high aspirations. The headteacher has already achieved a great deal, and the school is poised to improve further. The leadership given by staff with curriculum responsibilities is good overall, although the school recognises the need to improve planning within the Foundation Stage.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents give the school very good support. They feel comfortable about approaching the school with their concerns. Discussions held with pupils confirmed that they were happy at school. They feel safe and well cared for, and they like their teachers.

IMPROVEMENTS NEEDED

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

- Implement a consistent approach to the development of writing in subjects other than English, particularly in Years 3 to 6.
- Improve planning in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good, and the standard of work seen in almost all subjects, including the core subjects, was above the nationally expected level.

Main strengths and weaknesses:

- The good overall levels of achievement.
- The substantial improvements in the most recent national tests were above or well above national averages.
- Good standards of work seen during the inspection.
- The relative weakness in the quality of pupils' writing.

Commentary

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

Standards in:	School results	National results
English	27.5	26.8
mathematics	28.7	26.8
science	29.6	28.6

There were 48 pupils in the year group.

1. Children enter Nursery at age three years, and stay four or five terms before starting in the Reception class in the term following their fifth birthday. At the time of the inspection, 26 children were in the Reception class. Following the school's usual practice, a second class will be established in January. When children enter the Nursery, their attainment is average overall, although many enter with poor speaking and listening skills. In the Nursery their speaking and listening skills improve greatly. Reception profiles show attainment to be broadly average at the start of Year 1.
2. Information from national assessment data shows that, when compared to similar schools, pupils in Year 2 achieved standards that were average in reading, above average in mathematics and well above average in writing. The most striking feature is the difference in standards between reading and writing; a weakness that has been recognised by the school and action has already been taken. In the most recent national tests, girls outperformed boys in all three subjects.
3. The most recent national test data shows that, when compared with those of similar schools, standards achieved by Year 6 pupils in 2003 were above national averages in English and science, and well above in mathematics. The high levels of achievement gained by these pupils places the school in the top 25 per cent of schools nationally.
4. Standards of work seen in Years 2 and 6 during the inspection suggest that the majority of pupils are on course to reach levels above those expected nationally in mathematics and science by the end of the year. However, despite the high standards recorded in writing in the most recent national tests, the quality of written work overall is not particularly well developed in Years 3 to 6. Subjects other than English do not give enough opportunities for pupils to write about their work. In science, for example, although pupils make substantial gains in their knowledge and understanding of science, there is an over reliance on worksheets. In religious education, pupils' work is likely to match the objectives of the locally Agreed Syllabus. Standards in information and communication

technology (ICT) are on course to meet the national expectation. Standards are above national expectations in art and design, with examples of work of very good quality in Years 1 and 2, and in some aspects of physical education. Owing to the focus of the inspection, insufficient evidence was gathered to judge standards in all subjects.

5. There are no apparent differences in achievement among pupils, and the performance of girls and boys is now similar. Pupils with learning difficulties achieve well, largely as a result of the close support that they receive, and very good planning. The high achievement throughout the school is possible because a number of factors combine successfully: the richness of the curriculum, the good teaching overall, the quality of subject leadership, and the detailed planning to ensure that the work challenges each pupil.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good, and feature among the many strengths that contribute to the success of the school. The attendance rate is satisfactory and the pupils arrive at school on time.

Main strengths and weaknesses:

- The interest shown in all their work by very motivated pupils, and their apparent love of learning.
- Pupils' very positive attitudes, and the quality of their personal development.
- The very good behaviour of pupils, and their understanding of right and wrong.
- The very good relationships between pupils and staff, and between the pupils themselves.
- The pupils' appreciation of different cultural traditions.

6. Pupils have very positive attitudes to school. The challenging and varied activities that the school provides develops in them a love of learning. Older pupils interviewed reported that they work hard and their lessons are fun. For example, in Year 5, the whole class was highly motivated and engrossed during a practical investigation into the properties of sound. Similarly, in response to the teacher's dynamic approach, pupils in Year 1 were very keen to show the teacher what they had learned in a numeracy lesson. The very strong and positive school ethos successfully emphasises the importance of raising pupils' self-esteem.

7. Pupils with special educational needs respond very well to their lessons. They demonstrate a positive attitude to their learning, and enjoy working alongside their classmates. Pupils who have emotional and behavioural problems respond well to the support that the school provides. It helps them to come to terms with their difficulties, and to build trusting relationships with adults and their peers.

8. The school cultivates pupils' personal, spiritual, moral, social and cultural development very well. Children in the Foundation Stage are supported satisfactorily in their personal, social and emotional development, and the majority will reach the expected goals. In lessons throughout the school, teachers value the contribution that individuals make, thus developing self-esteem and self-respect. The recognition of pupils' achievements through the awarding of house points, *Golden Time* and the *Endeavour Awards*, also has a significant impact on pupils' personal development. This is further enhanced through assemblies and a commercial programme that develops alternative thinking strategies and helps pupils to value themselves and others. Pupils take responsibility as monitors, represent their classes on the student council, and act as peer mediators. Pupils in Year 6 work with younger pupils. All of these opportunities give them a very good understanding of what it means to live and work in a community. The celebration of different cultures in 'One World Week' focuses on artwork based on the richness of other traditions. The school's link with a school in Ghana, and the sponsoring of a child in Mali, are all preparing pupils well for life in multi-cultural Britain.

9. Relationships are very good and reinforced consistently by the way pupils' personal skills are developed in lessons, on the playground and during assemblies. Pupils are strongly influenced by the adults who work with them. All are consistently kind, considerate and caring. They show respect for pupils and for each other. Pupils feel that their teachers are fair, and this helps them to respect themselves and to develop a sense of empathy with others.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	0.1
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

Exclusions in the last school year

Categories used in the Annual School Census
White – British
Asian or Asian British – Pakistani
Chinese
Any other ethnic group

No of pupils on roll
315
0
0
0

Number of fixed period exclusions	Number of permanent exclusions
3	0
0	0
0	0
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

Teaching and learning

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

Main strengths and weaknesses:

- Teaching that focuses on meeting the needs of individual pupils.
- Consistently high expectations of pupils' behaviour throughout the school.
- The development of pupils' thinking and creative skills during well-planned lessons.
- Too great a variation in teaching quality.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	9 (20%)	21 (47%)	14 (31%)	1 (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.

10. Teaching is good overall, but it is inconsistent. For example, in the Foundation Stage teaching is very good in the Nursery, but only satisfactory in the Reception class, where teaching of the Early Learning Goals is weak. The one unsatisfactory lesson seen in the Foundation Stage was poorly paced and children did not make enough progress. Inconsistency is reflected elsewhere in the school, within the same year group or in the same subject. For example, in two science lessons, dynamic and imaginative teaching grasped the pupils' interests, and they were driven to achieve well, but a small number of other lessons were unexciting and provided pupils with few stimulating activities.

11. Examples of very good teaching were seen in Years 1 and 2. In these lessons, pupils were fully involved in well-paced and imaginative tasks. Pupils in Year 5 made very good progress in their use of co-ordinates during a mathematics lesson as a result of the teacher's challenging questioning, and the rapid pace at which the lesson was conducted. In Year 2, pupils made very good progress in an art lesson because they were excited by the practical tasks. There was a striking contrast to the innovative and enthusiastic learning styles seen in Years 1 and 2, to those seen in other years. The school is exploring different learning styles, and it would be prudent to share with others the very good practice that already exists.

12. With the exception of one year group, examples of good teaching were seen in all years. Teachers generally plan a range of topics which develops pupils' skills and knowledge systematically over time. The teaching of mathematics and science was good overall, and included some precise lesson objectives, and tasks which closely matched the pupils' stage of learning. The teaching of English, although only satisfactory overall, included some good lessons. For example, a group of higher attaining pupils in Year 2 made good progress in their writing of sentences because the tasks were pitched at just the right level. The same spirit was shown in other good lessons in several subjects, where the pupils showed a determination to achieve well. Much of the good achievement was due to sound planning and interesting activities.

13. Teachers insist on high standards of behaviour, commitment and hard work. They are skilled at promoting equality of opportunity, and show sensitivity to pupils' different values and beliefs. They value the contributions of all pupils, and make sure that as many as possible are questioned during lessons. They plan activities at different levels to make it possible for all pupils to achieve well. Teachers encourage pupils to collaborate, and to work independently.

14. Teaching assistants make a valuable contribution to pupils' achievements. They give good support to pupils with special educational needs, and this leads to examples of rapid achievement. Pupils with special educational needs are given suitably differentiated work; for example, storyboards or writing frames, or simpler ways of recording work.

15. Teachers make good use of day-to-day assessment as an integral part of teaching and learning. In lessons they question pupils skillfully, taking careful account of how different individuals learn, and repeat concepts that have not been fully understood. Pupils make good progress because learning objectives are clearly identified. Teachers offer encouraging and supportive comments to pupils when marking books, but do not always explain how improvements could be made.

16. Assessment procedures are satisfactory overall, but examples of good and very good practice occur within the school. For example, assessment is very well developed in the Nursery, and for pupils with special educational needs. Common features include very detailed information and tightly crafted steps for learning. Assessment procedures are also good in mathematics and science. Results are analysed and provide useful data for the school. This helps teachers to track progress and set future targets. In other subjects, the school is developing assessment systems influenced by national guidelines.

The curriculum

The quality of the broad and innovative curriculum is good. It caters very well for all pupils, and offers extensive opportunities outside lessons, particularly for the arts. A very good range of out-of-school activities enriches it. The accommodation is very good and resources are good.

Main strengths and weaknesses:

- A broad range of learning opportunities.
- Enrichment activities that promote pupils' creativity and gives them added independence.
- Equality of access and a very good range of opportunities for pupils.
- A very good range of out-of-school activities.
- Many good links between subjects.
- A stimulating learning environment with outstanding displays.
- Lack of a systematic approach to the development of writing across the curriculum.

Commentary

17. The quality and range of curricular opportunities are good, and they are enhanced by the teaching of French. The school has an innovative approach to the curriculum, and has introduced various programmes to meet the different learning styles of pupils. The school places a strong focus on the performing arts to develop pupils' creative and aesthetic skills, and to improve self-esteem. Provision for collective worship is available on a daily basis.

18. The curriculum makes satisfactory provision for literacy and numeracy, but the skills are not used systematically to underpin the teaching and learning in all subjects.

19. The school places a high priority on the development of personal, social and health education, which is closely linked to other subjects, and also taught in its own right.

20. Health, sex and drugs education are taught through science, and the Life Education Centre is used to support teaching and learning. The school is working towards the Healthy Schools Award, and liaises with parents to ensure pupils are sent to school with healthy snacks. Citizenship is introduced through a commercial programme which promotes alternative thinking strategies. It is having a positive impact on pupils' behaviour and personal development. Lessons are good overall, and the ideas promoted in the personal, social and health education (PSHE) and citizenship programme are reflected in the very good attitudes and relationships that exist throughout the school. The school has good links with local secondary schools, so that pupils are well prepared for the next stage of their schooling.

21. Much learning is reinforced by a regime of visits and visitors, which contribute to the diversity of pupils' experience. Opportunities for enrichment within the school day are very good, and extend to the broad range of extra-curricular activities. Pupils in Years 4 to 6 are given opportunities to attend residential courses. The school has links with the National Trust, and pupils make visits to the local sites to develop their environmental awareness and responsibilities as citizens.

22. The curriculum is well organised to cater for pupils with special educational needs, and learning support assistants play a major role in supporting all the activities planned for these pupils. Provision for gifted and talented pupils is also very good. Procedures for the identification of these pupils is well organised, giving clear guidelines to class teachers. Careful planning, and arrangements for enrichment activities, both in school and projects provided by outside agencies, ensures that the needs of this group of pupils are very well met. The co-ordinator is knowledgeable, actively seeking to enrich the curriculum for this identified group at every opportunity. The school provides a flexible range of support to meet the needs of individual pupils. Teachers and learning support assistants plan individual education plans (IEPs) to provide suitable work to meet their individual learning needs. As a consequence, pupils make good progress against their identified targets.

23. The number of qualified teaching and support staff, all with valuable experience, supports this curriculum very well in its many innovative features. The match of teachers to the curriculum is good overall, although some are consolidating their roles following the amalgamation. Accommodation is very good. The building is attractive and in excellent condition. The school has

23. spacious and well-used grounds, including a nature area and amphitheatre. The re-instatement of the sports pitch after damage caused by the re-building will increase the opportunities for participation in team games.

24. An outstanding feature of the school is the high quality of the displays, which are attractive, informative and often interactive. They add to the welcoming and stimulating environment, and reflect the richness of pupils' learning. Displays include work from the *Woodland Art* week, and interpretations by pupils of the work of professional artists, showing how pupils explore art and crafts from Australia, Africa and Europe. The school building is designed so that pupils with physical disabilities would have no problems in moving around the site. All subjects are well resourced.

Care, guidance and support

Procedures to ensure the care, welfare, health and safety of the pupils are very effective. Achievement and personal development are monitored well. The involvement of the pupils in the school's work and development is good.

Main strengths and weaknesses:

- The quality of care provided for pupils throughout the school.
- The value the school places on the views and opinions of pupils.
- Very good induction procedures.
- The use of assessment in lessons that respond to individual needs.

25. All adults who work in the school form close and trusting relationships with the pupils. These enable staff to monitor pupils' personal development very well. Pupils interviewed were very positive about the support they receive from their teachers and the classroom assistants. Health and safety, child protection procedures, first aid and other medical support, are very thorough, and ensure that pupils and staff work in a safe environment. The quality of care in the Foundation Stage is very good. Children receive very good individual care and support from all adults in the school.

26. Through the School Council, pupils feel able to express their opinions and appreciate that the school takes their ideas seriously. For example, the school has accepted the Council's suggestions to set up after-school detentions, and to allow pupils to sip water during lessons.

27. There are very good induction arrangements for the youngest children. Procedures include meetings for parents, and the children are invited to spend time in the Nursery prior to starting. The bond that is formed between the youngest children and Year 6 pupils is valuable in helping the children to feel happy and secure in school.

28. Teachers assess pupils' academic needs well during lessons. They have good questioning skills, and alter questions to ensure all pupils are engaged in, and challenged by, set tasks. This was clearly seen in a very good Year 5 numeracy lesson when a group of higher attaining pupils were asked searching questions about their understanding of sound. However, there is a weakness in the marking of pupils' work. It does not always give pupils a clear picture of how well they are doing, or what they need to do to improve.

Partnership with parents, other schools and the community

The school has a very effective partnership with the parents. Links with the community and other schools are very good.

Main strengths and weaknesses:

- The confidence that parents have in the headteacher.
- Consultation with parents, and the account taken of their views.
- The quality of information given to parents.
- Very good community links.

29. Responses to the pre-inspection questionnaire, and the meeting with parents, were positive, and reflect parents' satisfaction with many aspects of the school. Some parents do not feel well informed about the progress their children are making, although the school has appropriate arrangements in place. Regular parent/teacher consultations take place, and teachers are willing to meet parents at other times. Annual reports provide information for parents; they show children's progress, and share targets with parents so that they can help their children to improve. The school brochure, newsletters, details about the curriculum children will be studying, and leaflets on mathematics, literacy and other essential information, are all keeping parents up to date with what is happening in school. Staff respect the opinions of parents, and their views are canvassed through surveys. As a result of a recent enquiry, new arrangements for reporting on pupils' progress will be introduced this year.

30. The provision for special educational needs is good. The school has very good relationships with outside agencies that ensure that pupils with statements of special educational need are given full and appropriate help. The special educational needs co-ordinator (SENCO) liaises with a wide range of other professionals, parents, carers and other schools. Parents are effectively informed on a regular basis about their children's progress towards their individual targets. Annual reviews of statements of educational needs are appropriately organised, and the parents are invited to participate. The requirements of the statements are addressed well through the targets set for the pupils.

31. The school is highly valued by the community, and representatives from many groups are very happy to work with the school to support pupils' personal and academic development. They include the school's police officer, who helps to deliver drugs education, the behaviour support team, and the museum service which brings artefacts into school for the pupils to have 'hands on' experiences. Representatives from local churches take assemblies, and senior citizens share lunch once a week with the pupils. The school also has a very good partnership with other schools and colleges. For example, many trainee teachers are welcomed, and the close liaison with the main receiving community college helps to ensure a smooth transition for pupils in Year 6.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good. The headteacher has a clear vision for the development of the recently amalgamated school.

Main strengths and weaknesses:

- The sensitive and effective leadership of the headteacher and other key staff.
- The commitment of the headteacher, staff and governors to providing a high quality of education which meets the needs of individual pupils.
- A committed and knowledgeable governing body.
- Good financial management.
- The underdeveloped role of the Foundation Stage co-ordinator.

Commentary

32. Within a relatively short period of time since the amalgamation of the two schools, the headteacher has skilfully and sensitively developed a cohesive team with a common sense of purpose, and a commitment to high aspirations. Strong personal relationships, very good levels of communication, and good staff morale, have enabled the school community to overcome the difficulties of an amalgamation, and to become an established and successful school. The headteacher has already demonstrated his determination to develop the leadership capability of the staff, and to delegate responsibility.

33. For example, the deputy head has a clear set of responsibilities which are already having a positive influence on the overall achievement of pupils. His responsibilities include assessment, professional development, and the curriculum, which is recognised as being innovative and relevant to the needs of all pupils. Subjects benefit from the strength of strong leadership and management in several areas of the curriculum, including special educational needs, mathematics, ICT, science, and art and design. Subject action plans demonstrate that some subject leaders know the strengths and weaknesses of their subjects, and how they can bring about improvement. Some subject leaders employ strategies which produce good information, such as work sampling and scrutiny of planning. The files kept by some subject leaders show that they have a thorough understanding of their roles and responsibilities. They, together with the headteacher and governors, have been instrumental in promoting a culture of openness and mutual respect. The school recognises the need to strengthen further the self-evaluation process by the systematic monitoring of all subjects. Some weaknesses exist in the Foundation Stage, where the co-ordinator leads the Nursery with flair and imagination. Her leadership of the whole Foundation Stage is less secure because her responsibility and commitment to the Nursery leaves her little time to spend in the Reception class. Less experienced Reception staff cannot benefit from her knowledge of the development of young children, her exemplification of good teaching, and her more intimate knowledge of the requirements of the Early Learning Goals. The headteacher is fully aware of the importance of performance management, supported by professional development, in raising awareness of the whole-school roles of key staff and in bringing about school improvement.

34. Many key staff lead by example, and provide models of good practice which support and develop other members of staff. For example, the leadership and management of special educational needs are very good. The co-ordinator has comprehensive knowledge and understanding of all the pupils who receive learning support. She meets regularly with the learning support assistants who work with individual pupils, and offers them guidance and advice. She has provided support staff with very useful planning booklets, ensuring that they plan with class teachers and are aware of what is expected of them when supporting pupils in lessons. The co-ordinator's good monitoring of the provision ensures that targets are clear and pupils learn effectively. The special needs policy is helpful, and offers clear guidance for teachers in facilitating the identification of pupils needing additional support. Planning for the individual needs of pupils on the special needs register is good, and shows clearly how the curriculum has been differentiated for their needs.

35. The governing body ensures that the school meets its statutory responsibilities. Members of the governing body are well informed and committed to the school. The links with the school through subject leaders enable them to have a clear picture of the strengths and weaknesses so that they are able to contribute to school improvement planning. The whole school community, including pupils, contributed to an improvement plan implemented from September 2003 for the new school. The plan is fully costed and provides a blue print for the development of the new school. It includes new approaches to teaching and learning and opens up the curriculum to ideas.

36. In an open and trusting relationship, governors challenge the spending priorities of the senior management team. The school makes good use of resources to fulfil its educational aims. The potential impact on pupils is at the centre of all financial decisions, and the school seeks best value for money in its spending. Although its costs are above average, given the effectiveness of its work, the school provides good value for money.

Financial information for the year *September 2002 to March 2003

Income and expenditure (£)	
Total income	635,998.00
Total expenditure	544,939.00
Expenditure per pupil	2,282.00

Balances (£)	
Balance from previous year	115,251.00**
Balance carried forward to the next year	98,524.00***

**The start of the school year for the newly amalgamated school. Figures used are 7/12 of the budget and 7/12 of pupil number .*

*** Transferred from the previous schools.*

****Resources set aside for building new accommodation for the Foundation Stage.*

37. Financial management is good, and the first official audit is awaited. The school measures its costs and outcomes against a wide range of context-comparisons published by the local education authority. The negotiating skills of the headteacher and the financial administrator supplement best value indicators, and the governors monitor the effectiveness of spending decisions.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING

THE FOUNDATION STAGE

Provision in the Foundation Stage is satisfactory overall. It is very good in the Nursery and satisfactory in Reception.

Main strengths and weaknesses common to all areas of learning

- Very good teaching in the Nursery.
- An excellent handbook gives parents detailed advice on settling their children into the Foundation Stage.
- Well trained support staff make a significant contribution to children's progress in the Nursery.
- The rapid identification of children with special educational needs.
- Inconsistent teaching between the Nursery and Reception classes.
- Weaknesses in planning, and not enough monitoring of work by the co-ordinator.

Commentary

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

38. **Provision for personal, social and emotional development is satisfactory overall.** The school's very good induction programme welcomes parents, and quickly settles their children into the Nursery. Children are keen to attend the Nursery, and they have very good attitudes to learning. Behaviour is very good in the Nursery, where children are fully involved in all activities and show concentration beyond their years. Children in the Nursery, share, take turns and enjoy collaborating in activities. For example, playing in their fish and chip shop, they reproduced exactly the processes of selling, buying and eating their meals. In the Reception class, teaching is not always interesting or exciting enough to retain children's interest. However, attitudes in the Reception class are good, and behaviour is satisfactory. In both classes, children have good understanding of right and wrong because all adults constantly identify good behaviour exemplars. For example, children in the Reception class understood the voting procedure for identifying the 'special child of the day'. In assemblies children learn spiritual values. They learn stories about Jesus, and they have some understanding of Christianity, as well as other faiths.

COMMUNICATION, LANGUAGE AND LITERACY

39. **Provision for communication, language and literacy is satisfactory overall.** In the Nursery, children's language skills develop quickly because adults talk constantly to them, and ask very good questions about their work. For example, a learning support assistant asked questions about shopping activities to develop the vocabulary of a child with special educational needs. As a result, he made good progress in a very short time. Children in the Nursery and Reception class listen attentively to adults, and respond immediately to instructions. Children of all attainments in the Reception class remembered previous, detailed, instructions, and settled quickly in their places in the computer suite.

40. Children in the Nursery know some sounds. Children of average attainment successfully use phonic knowledge when describing their pictures. For example, a child who used a computer program to draw a dinosaur, typed the word *moyndnsor* on the page. The teacher used the child's partial knowledge of the word *monster* to plan his next piece of work.

41. Satisfactory teaching in the Reception class maintains standards, but progress is slow because teachers do not plan effectively to extend children's prior knowledge. For example, although children in the Nursery quickly learn to recognise and write their names and some individual letters, reading and writing skills are not greatly developed further in the Reception class. In both classes, children enjoy looking at books. They understand that print conveys meaning. A higher attaining Nursery child was able to explain the difference between fiction and non-fiction books. In the Reception class, with good support from adults, children confidently rehearsed the story of the Gingerbread Man in preparation for a performance to pupils in Year 2.

MATHEMATICAL DEVELOPMENT

42. **Provision for mathematical development is satisfactory overall.** In the Nursery, mathematical development is very well integrated with all areas of learning. For example, children know that a maximum of four may play in the fish and chip shop at any time. They constantly count each other, and negotiate who should leave. They demonstrate good positional knowledge when setting out their train layouts. In the Reception class, positional knowledge improves, and children fully understand *in front of*, *behind* and *by the side of*. Children of average attainment can sort objects in order of size. However, work in the Reception class is not always planned to meet individual needs. For example, in an unsatisfactory lesson seen, identical work was provided for children of all attainments, including those with special educational needs. Those who completed it quickly were told to help others who were finding it difficult.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

43. No history, geography or science was seen during the inspection, but displayed work indicated that children's achievement is satisfactory overall. In discussion, Nursery children had good knowledge of objects found on the seashore. For example, they identified sea - shells, and pieces of driftwood. Many children in the Nursery have good computer skills. They use drawing and colouring programs, and understand the printing process. In a satisfactory Reception class lesson, the teacher prepared children for work in the computer suite by demonstrating clearly the technique of double-clicking on icons for drawing and colouring programs. In the suite, children of all attainments achieved the lesson objectives: they quickly located and used the programs to create their own gingerbread men.

CREATIVE DEVELOPMENT

44. **Provision for creative development is satisfactory overall.** Children of all attainments in the Nursery used wax crayons with paint to create recognisable drawings of fish. Good questioning by the Nursery assistant encouraged children to talk about the process and their completed work. Children in the Nursery play very imaginatively with a wide variety of resources. They used live telephones intensively to speak to each other across the classroom, making doctors' appointments and elaborate arrangements for after-school meetings. No creative activities were seen in the Reception class, but displayed artwork in the style of Derain indicated that children's achievement is satisfactory at the end of the Foundation Stage.

PHYSICAL DEVELOPMENT

45. **Provision for physical development is satisfactory overall.** No physical education lessons were seen during the inspection, but Reception class children demonstrated very good co-ordination in the playground when skipping with ropes held by other children. They know that balance on a beam is best achieved by walking with 'straight feet'. They show very good spatial awareness when riding their bicycles in single file around a playground circuit. In both classes, pupils have good

fine motor skills. They accurately use glue sticks, paintbrushes, scoops and spades. A further education student, supported by the Nursery teacher, completed pro-formas to assess children's cutting skills. In both classes, children have good understanding of the benefits of healthy eating. They know that banana and cheese are healthy choices at snack time.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses:

- Effective use of role-play to develop pupils' listening and speaking skills.
- Very good library areas that encourage pupils to read.
- Not enough opportunities for older pupils to write in subjects other than English.
- Underdevelopment of joined handwriting in Years 3 - 6.
- Inconsistency in marking.

Commentary

46. Pupils in Years 2 and 6 are likely to reach expected standards by the end of the year. Pupils, including those with special educational needs, and higher attaining pupils, achieve satisfactory standards throughout the school. Pupils with special educational needs are well supported, and every effort is made by staff to raise their attainment by carefully planned work and good support and encouragement. However, some work set did not sufficiently challenge the higher attaining pupils to achieve their full potential.

47. Overall, standards in speaking and listening are at expected levels throughout the school. Many pupils enter the school with underdeveloped language skills. The school has worked hard to improve this and most pupils in Year 2 have developed the skills of listening attentively and speaking in grammatically complete sentences. This represents good achievement by younger pupils. Teachers encourage pupils to develop their ideas by discussing them with a partner or group. Some good use of dramatic techniques in lessons in Year 2 helped pupils develop their questioning skills. Teachers dressed up as Guy Fawkes and pupils questioned them about the events in their lives. The interest that this generated spurred pupils to frame careful questions. Older pupils give thoughtful answers in class, and are confident about speaking to visitors to the school about their work.

48. Reading standards are at expected levels. Good opportunities are provided during the school day for pupils to engage in group, and silent, reading. These result in many pupils being enthusiastic readers. Teachers encourage pupils to read with expression, and this improves reading standards. The home-school reading diaries help parents to learn about their children's progress in reading, and to comment on what has been read at home. Pupils are clear about the strategies that they need to work out how to read new words, and most tackle new reading material confidently. Pupils, especially older ones, have their preferences in reading material. Roald Dahl and JK Rowling are firm favourites. Book areas in classrooms are well organised and there are displays to capture pupils' interest. The library areas are attractive and welcoming spaces that pupils use in their free time as well as in class sessions. They contain a wide selection of good quality books.

49. The school identified boys' writing as an area for development and made it a priority. The work done on this has been successful, as there was no significant difference seen between the written work of boys and girls. Some pupils write in an imaginative and colourful way. In a display of work

by Year 5, one pupil wrote, "The cat's nose is a dark piece of rubber twitching up and down". Standards of handwriting meet the national expectations, although many pupils in Year 6 use unjoined handwriting. The school has recognised the need to raise standards in personal writing. However, marking does not always give pupils sufficient guidance about what to do to improve. The subject leader has yet to ensure that the very good marking seen in some classes is shared with other teachers. While the range of written work is satisfactory, some classes only produce a relatively small amount. This means that these pupils get limited opportunities to practise their writing in an extended manner. There is some use of computers to draft and re-draft written work but this is not consistent in all year groups.

50. Teaching is inconsistent, but was satisfactory overall. A significant proportion of the teaching was good. In a good lesson for pupils in Year 1, the teacher encouraged the pupils to read expressively, used questions skilfully to develop the spoken language of the class, and stimulated pupils to think about the way that the characters in the story behaved. Similarly, teaching in a lesson for pupils in Year 4 constantly reinforced the need to create an exciting setting for their playscripts, introduced them to the use of a thesaurus to help them broaden their vocabulary, and challenged all pupils to produce high quality work. However, less successful lessons involved rather mechanical tasks such as copying work from exercise books onto a poster for display, and there was little to stretch pupils capable of more difficult work.

51. The subject leader has some innovative ideas, and has arranged 'Book weeks' and other events to raise pupils' interest in reading. However, she has not yet had time to gain a full picture of standards throughout the school. The good procedures for recording and analysing pupils' progress will help teachers to see ways of improving standards.

Language and literacy across the curriculum

52. Pupils use their language and literacy skills satisfactorily in other subjects. Younger pupils sometimes record their work in subjects like history in stimulating ways, especially if there is a display involved. However, the books of some pupils in Years 3 to 6, contained only a very small amount of writing, and some of the work was undemanding. A more planned approach to developing literacy by using work set in all subjects would improve pupils' writing.

Mathematics

Provision for mathematics is good.

Main strengths and weaknesses:

- Good teaching and well-focused support.
- Effective planning.
- Very good leadership.
- The lack of a systematic approach to the use of mathematical skills across the curriculum.
- Not enough opportunities for pupils in Year 2 to record their work.

Commentary

53. In response to good teaching overall, pupils of all abilities achieve well and make good progress. Pupils in Years 2 and 6 are on course to reach standards above those expected nationally by the end of the year. Pupils with special educational needs benefit from close support, and expectations for this group of pupils are high. Planning is good, and resources are used well to support pupils' learning. Throughout the school, no significant differences were observed in the achievement of boys and girls. The focus on higher attaining pupils, and those who have been identified as gifted and talented, is good.

54. Almost all pupils in Year 2 can recall number facts and use simple methods correctly to demonstrate their numeracy skills. They develop an understanding of large numbers, and undertake a range of calculations that show a good understanding of place value. Their confidence in early number facts helps them to tackle increasingly challenging mathematical tasks. Pupils improve the accuracy of their measurements by first estimating, and then measuring using standard units such as a metre. However, in Year 2 too little direct recording of work is undertaken. Pupils in Year 3 show increasing confidence when working with numbers to 1000, consolidating their understanding of place value. By Year 6, pupils have developed their understanding of written calculations and work successfully with decimals. They work on increasingly complex topics such as coordinates, recognising positive and negative numbers, translating shapes from one quadrant to another with enthusiasm and accuracy.

55. Teaching is good overall, and ranges from satisfactory to very good. Effective teaching is linked to teachers' detailed planning, high expectations, and a very good understanding of the numeracy strategy. The result of this effective teaching is that pupils make good progress in their learning. For instance, by the end of a lesson in Year 1, all pupils were able to identify numbers which were one more than or one less than a chosen number. Higher attaining pupils were able to calculate numbers, which were 10 more, or 10 less. Tasks are usually planned at different levels in order to meet the needs of pupils of differing levels of attainment within the class. Teachers share the purpose of the lesson with pupils, and use a good range of resources, such as overhead projectors, individual whiteboards, and data projectors to make the tasks more interesting. During lessons, teachers use a good range of strategies to assess pupils' progress. Teachers look at pupils' work, ask questions, listen to pupils and respond to them thoughtfully. They recognise, and readily praise gains in learning, and are quick to identify misconceptions and steer pupils towards a clearer understanding.

56. In lessons, teachers assess pupils' understanding well. For instance, in a Year 6 lesson the teacher drew the class together when she recognised that some were having problems with translating shapes from one quadrant to another. Plenary sessions are used effectively to consolidate pupils' understanding. For example, in a Year 1 lesson the teacher asked pupils searching questions to consolidate their learning, and check their understanding about counting in 10's. She encouraged pupils to describe their method of working, and further reinforced understanding using a highly motivating dice game.

57. The co-ordinator provides very good leadership. Through effective monitoring of planning and teachers' records, she has a good knowledge of how well pupils are progressing. Assessment procedures are good, and used effectively to set targets and plan future work.

Mathematics across the curriculum

58. Pupils have some opportunities to reinforce and extend their numeracy skills in other subjects. For instance, in most lessons teachers provide pupils with opportunities for speaking and listening and encourage pupils to use mathematical vocabulary accurately. Classroom displays support this. There are some good links with other subjects, particularly ICT, where good use is made of spreadsheets for handling data. However, these opportunities are not planned systematically, and opportunities to use and apply pupils' mathematical skills are therefore missed.

SCIENCE

Provision in science is good.

Main strengths and weaknesses:

- Good teaching.
- Effective leadership and management.
- Not enough opportunities for pupils to record and write about their findings.

Commentary

59. Pupils achieve well in response to some good and very good teaching, and a curriculum which gives them a good range of learning opportunities for practical work and investigations. No differences were observed between the achievement of boys and girls. Appropriate attention is given to the small number of higher attaining pupils, and to those who have been identified as gifted and talented. Pupils in Year 2 benefit significantly from the innovative approach to learning through the use of songs, enquiry boards, and outstanding displays, many of which are highly informative. Pupils' knowledge and understanding of science is deeper than that indicated in their written work, particularly in Year 2. Pupils in Years 2 and 6 are on course to reach levels above the expected standards by the end of the year. Pupils' knowledge and understanding of science is enriched by the significant proportion of work which is based on first-hand investigations. These practical sessions encourage pupils to think constructively about their work, and they stimulate their curiosity. For example, in a very good lesson in Year 5, pupils engaged in a series of investigations on sound and how it is made. With the help of well-guided discussion, pupils were given good opportunities to share their findings. A small group of higher attainers were able to closely link the investigations with their experiences of sound in every day life. Pupils with special educational needs respond particularly well to the practical tasks and the additional support. In Year 2, pupils' sound knowledge and understanding of electrical circuits was reinforced through interactive displays, and by using musical rhymes to reinforce scientific vocabulary and understanding. Tasks are usually planned to meet the needs of pupils of differing levels of attainment within the class. These highly effective teaching methods give pupils confidence when talking about electrical circuits, and how they are relevant to their everyday lives.

60. Pupils have very positive attitudes to the subject because teachers plan well, explain precisely what is to be learned, and they incorporate into their lessons aspects of other subjects, such as design and technology, art and design, and physical education. During lessons, teachers use an effective range of strategies to assess pupils' progress. Teachers look at pupils' work, ask questions, listen to pupils and respond to them thoughtfully. Some dynamic teaching, and a good emphasis on well-paced tasks, captured pupils' interest. For example, pupils in Year 3 tried very hard to make sure that they recorded findings about their own teeth accurately. In general, the school is effective in making science interesting, and relating it closely to the pupils' own experiences.

61. The subject is well led, and managed by an enthusiastic and knowledgeable coordinator. She is aware of the need to strengthen her role further, and raise the profile of writing and recording in science throughout the school. She also acknowledges the need to develop the use of ICT to make better use of spreadsheets and computer-generated graphs to help pupils to record and display the results of their investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is good.

Main strengths and weaknesses:

- Good teaching.
- Effective planning.
- Good subject leadership and management.
- Inconsistency in the use of ICT in other subjects.

Commentary

62. Good leadership and management have successfully driven the development of this subject since the amalgamation of the two schools. Teachers have undertaken training, and some are becoming more adventurous with their use of ICT to support teaching. For instance, in a Year 4 lesson, a data projector was used to demonstrate place value during mathematics. The good resources are used well to support effective planning, and pupils with special educational needs benefit significantly from close support.

63. Pupils achieve well in response to good teaching, and a curriculum which gives them a good range of learning opportunities. Pupils in Years 2 and 6 are on course to reach expected standards by the end of the year. In Year 2, pupils confidently handle the mouse, space bar and keyboard when using computers. Older pupils build on their knowledge of word processing when redrafting work. All pupils show confidence when using computers, and quickly settle to their tasks. When working in pairs pupils cooperate well, sharing out activities fairly, and persevering when they encounter difficulties.

64. Teaching within the computer suite is good, and effectively supports the systematic development of skills in all aspects of the subject. Pupils benefit from carefully planned lessons, and from the skilful use of open-ended questioning. Pupils learn from each other when working collaboratively. They benefit from reviews at the end of lessons which summarise what pupils have learned and outline how this new knowledge is going to be extended in the future.

Information and communication technology across the curriculum

65. Some classes make good use of ICT within other subject areas. For instance, pupils in Year 2 used the Internet for research in history, and they used paint programmes to create pictures in the style of Kandinski, and to recreate 'Joseph's coat of many colours'. However, in other classes, the use of ICT it is less well developed, and is not yet a regular feature of lessons.

HUMANITIES

GEOGRAPHY AND HISTORY

66. There was not enough evidence to report separately on geography and history, but religious education has a full report. During the inspection, one geography lesson was seen in Year 1, and one history lesson in Year 3. Teachers' planning and some assessment were analysed. Pupils in Years 2 and 6 discussed their work with inspectors and explained the content of numerous displays. Although much good work was seen, and pupils were knowledgeable and enthusiastic, no overall judgements can be made about provision.

Commentary

67. Displays of pupil's work in geography and history in the open areas of the school are of exceptional quality, incorporating the work of all year groups, all attainments and all areas of the curriculum. For example, *One World Week* shows how pupils in all year groups studied the cultures and religions of different countries. Subsequently, visitors from Africa explained to younger pupils the similarities and differences between schools in England and Ghana. Displays encourage pupils to use the Internet for research, and develop their understanding of the local environment. Although cross-curricular links are generally very good, literacy skills are under-developed in Years 3 to 6 where displays of writing are often perfunctory, and written work in books is dull.

68. Pupils benefit from good planning in both subjects, which includes good cross-curricular links, and an enriched curriculum that encourages pupils' creative skills. These learning opportunities include extensive fieldwork in local woods where pupils have helped with forestry management and, in collaboration with the National Trust, have constructed steps, paths and bird boxes. Residential visits in Years 4 and 6 often focus upon differences in town and country environments. Pupils in Year 6 have vivid memories of their visit to a farm in Year 4 which included the birth of animals.

69. In history, following their study of the Fire of London, pupils in Year 2 created their own Pudding Lane, and made good charcoal sketches and junk models of local buildings. For the baker's shop, they collected artefacts and carefully modeled contemporary bread and rolls. Pupils in Year 6 have a very sound knowledge of previous work on Tudors and Victorians, showing an understanding of how people worked in dangerous environments in Victorian mines and factories. They are very aware of Plymouth's important role in nautical history.

Religious education

Provision in religious education is satisfactory.

Main strengths and weaknesses:

- Teachers' good subject knowledge.
- Imaginative and well - presented recorded work in Year 2.

Commentary

70. Pupils have good attitudes to the subject and, in years 2 and 6, are on course to reach the objectives of the locally Agreed Syllabus. In an assembly, pupils in Year 6 brought to life some biblical characters by wearing costumes and telling stories from the Old and New Testaments. Assemblies are happy occasions, and teachers and other adults participate enthusiastically in hymns and prayers. Good links have been established with a local church, and the minister is a frequent and welcome visitor. A local religious resource centre provides multi-faith speakers, and offers subject training to teachers.

71. In two good lessons seen during the inspection, pupils in Years 1 and 2 achieved well and learned many facts about Judaism. The teachers combined their good knowledge through careful planning, and developed pupils' understanding of Judaism with the help of some imaginative ideas. For example, pupils used blank replica Torahs to record ideas about school rules. Pupils began to understand the similarities between the meanings of 'laws' and 'rules', and the continuing influence of Old Testament traditions. In another lesson, pupils in Year 4 developed their understanding of the Islamic story of creation, and the similarities in the beliefs of Muslims and Christians. Teachers in Year 1 and 2 make use of a wide range of techniques to help pupils learn, but written work varies considerably in Years 3 to 6; some tasks are mundane and require little effort.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. There was insufficient evidence to report separately on design and technology and music, but art and design and physical education are reported in more depth.

73. No lesson was seen in design and technology, but the high quality of the displays showed that pupils have good opportunities to work creatively, and to apply their skills to the design and the assembly of a good range of working models and musical instruments. The outstanding quality of the model fireworks, produced by pupils for homework, showed flair and wonderful imagination. Pupils sang tunefully and enthusiastically during assemblies and, in a good lesson, pupils in Year 6 developed simple notation of the musical patterns they had created. The choir and recorder groups enrich the musical life of the school, and visiting music teachers successfully develop the pupils' instrumental skills. The regular musical productions give pupils very good opportunities to develop their performing skills.

Art and Design

Provision for art and design is very good.

- Examples of very good teaching.
- The use of art and design to support other subjects.
- The use of exceptionally good displays to celebrate pupils' achievement.

74. Throughout the school, pupils learn and apply new skills successfully. They use a wide range of media, including oil pastels, pencils, paint, dyes and *found* objects. The quality of their work is seen in their very good attitudes to the subjects. Pupils in Years 2 and 6 are on course to reach standards that are well above the expected levels by the end of the year. Around the school pupils' creatively mounted displays show a good range of two- and three-dimensional work. The cross-curricular use of art, craft and design is a strong feature throughout the school, effectively supporting work in other subject areas.

75. Pupils' learning in art makes a valuable contribution to their spiritual, moral, social and cultural development. For instance, their growing appreciation of the beauty around them through projects such as *Woodland Art* week supports their spiritual development. Similarly, their interpretation of the work of artists promotes cultural and multi-cultural development effectively. The *One World Week* project, for instance, allowed pupils to explore art and crafts from Australia, Africa and Europe. The careful and colourful displays of pupils' work in classrooms, and around the school, clearly demonstrate that the subject is valued and used to enhance the learning environment for all pupils. The high quality of displays also reflects the very good teaching in Years 1 and 2 which allows pupils to become creative and imaginative. Pupils benefit from teachers with very good subject knowledge, and resources that are used skilfully to challenge pupils' thinking. Pupils are encouraged to respect each others' work; such respect makes a substantial contribution to the overall ethos of the school.

Physical Education

Provision for physical education is good.

Main strengths and weaknesses:

- Good teaching.
- Good accommodation and resources.
- Good leadership and management.

Commentary

76. The school gives pupils a wide range of opportunities in lessons, and during extra-curricular activities, to develop skills in games, gymnastics, dance, and swimming. The school's dance and performing arts club is very popular, and gives pupils very good opportunities to develop their performing and creative skills. The school is involved in local competitions, including games such as netball and soccer. Pupils with special educational needs develop confidence and self-esteem in practical sessions. The quality of the physical education and sports programme is reflected in the good attitudes shown by pupils in lessons, and during clubs after school. Standards in games and dance are likely to be above those expected nationally by the end of Year 6. For example, in hockey a significant number of pupils in Year 4 displayed good stick control when dribbling with the ball. In dance, the very good relationships between pupils helped them to develop good control and fluency in movement skills when working together in pairs and groups during a dance lesson.

77. The good quality of teaching and coaching reflects the school's systematic approach to the development of pupils' skills. Lessons and coaching sessions were well paced and gave pupils opportunities to practise and refine their movements. The subject is well led and managed by an enthusiastic co-ordinator who is keen to develop her role further.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for PSHE and citizenship is good.

Main strengths and weaknesses:

- The broad and rich curriculum.
- The school's determination to develop pupils' personal and social skills.

Commentary

78. The school places equal emphasis on how well pupils do academically, and how they develop as responsible, caring young people. The school's strong focus on equality underpins much of its work. Guidance on pupils' personal, social and health education, and on their responsibilities as young citizens, is an invaluable element of what is on offer. The impact on relationships, attitudes and pupils' approach to work is a particular strength. Very good relationships pervade the whole school community and underpin the confidence shown in lessons, with pupils willing to talk about their feelings.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
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	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
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); does not apply to the school (8) .