

INSPECTION REPORT

MORICE TOWN PRIMARY SCHOOL

Plymouth

LEA area: City of Plymouth

Unique reference number: 113307

Headteacher: Mr David Maddison

Lead inspector: Mrs Alison Cogher

Dates of inspection: 2 - 5 February 2004

Inspection number: 256965

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	287
School address:	Charlotte Street Devonport Plymouth Devon
Postcode:	PL2 1RJ
Telephone number:	01752 567609
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Devismes
Date of previous inspection:	28 June 1999

CHARACTERISTICS OF THE SCHOOL

This above average sized primary school takes pupils from 3 to 11 years old. Morice Town is a distinct community area with close links to the naval dockyard of Devonport. Many pupils start school with standards that are well below those usually found, particularly in the areas of speech and language development. The percentage of pupils known to be eligible for free school meals is above the national average. The percentage of pupils identified as having special educational needs is above the national average. Pupils' special educational needs are varied and relate to speech and language, moderate learning difficulties, and social, emotional and behavioural development. Almost all pupils are of white UK heritage. The number of pupils receiving extra support for learning English is very small. The number of pupils who join or leave the school other than at the usual time of admission into the nursery has been high for some years. The social and economic characteristics of the area are very low. The school is involved in a number of local and national initiatives to support pupils' learning and put the school at the centre of the community. In recognition of its work to include all pupils in every aspect of its work the school has received an inclusion "Kite Mark".

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24805	Alison Cogher	Lead inspector	Mathematics Information and communication technology Religious education Music Physical education English as an additional language
1311	Barry Wood	Lay inspector	
22831	Clive Lewis	Team inspector	Foundation Stage Science Art and design Design and technology Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides a satisfactory standard of education and gives satisfactory value for money.

The school has serious weaknesses in its provision for the Foundation Stage (ie nursery and reception) and science, the teaching in two year groups and standards at Year 2. In addition, subject leadership and management, and the use made of assessment information are not effective in securing whole-school improvement. Pupils' attendance and punctuality are also unsatisfactory.

The new headteacher provides good leadership, and has already started to improve the school. The staff and governing body are committed to overcoming the school's serious weaknesses. Pupils receive a good level of care, support and guidance and benefit from very good enrichment activities, and positive links with the community and other schools. In the nursery and Years 3 to 6, teaching and pupils' achievement are good.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is good.
- Standards in Year 2 in reading and writing are well below those expected and very low in mathematics. They are below average in English and science in Year 6.
- Provision for the Foundation Stage and science is unsatisfactory.
- Teaching in the reception and Year 1 classes is unsatisfactory overall.
- Subject leadership and management and the use of assessment is not effective in raising standards throughout the school.
- Pupils make good progress and achieve well in the nursery and Years 3 to 6.
- Parental satisfaction with the school is very good, but the attendance and punctuality of many pupils is unsatisfactory.
- Positive relationships, very good enrichment activities, the care, support and guidance given to pupils and productive links with the community and other schools contribute well to pupils' learning.

The school has made satisfactory improvement in relation to the key issues identified in the last inspection. The overall quality of teaching has improved, as has provision for pupils with special educational needs. Provision for mathematics is now satisfactory, and curriculum planning ensures that National Curriculum and religious education requirements are met. Standards have risen in Year 6 and an improving trend has been established. There has been insufficient development in the leadership and management of subjects, and the use made of assessment information to guide teachers' planning and support the raising of standards.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	B	D	B
mathematics	E	A	C	A
science	D	A	D	B

*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 satisfactory overall but is inconsistent between year groups. Children achieve well in the nursery although their attainment on entry to reception remains well below that expected. Unsatisfactory achievement in reception results in few children reaching the expected goals by the end of their reception year. In Year 1 pupil achievement is also unsatisfactory. Pupils'

achievement in Year 2 is satisfactory but does not secure sufficient improvement to raise standards significantly with the result that the standards at the end of Year 2 remain well below average in reading, writing and mathematics. Good achievement in Years 3 to 6 results in improved standards. By the end of Year 6 they are average in mathematics, but are below average in English and science. Pupils with special educational needs and English as an additional language achieve well, as do pupils in Years 3 to 6 who are identified as being able or having specific talents.

Pupils' personal development is satisfactory overall. Their spiritual and cultural development is satisfactory and their moral and social development are good. Overall, pupils' behaviour and their attitudes are satisfactory. Pupils' attitudes and behaviour in Years 3 to 6 are good. The attendance and punctuality of a significant number of pupils are unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The overall quality of teaching is satisfactory. Teaching in the nursery is good and children learn well. Teaching and learning are unsatisfactory in reception and Year 1 and satisfactory in Year 2. Pupils' learning in reception to Year 2 is not as good as it should be. In Years 3 to 6, teaching is good. Teachers' plan together to ensure pupils' learning is progressive and expectations of what pupils can achieve are high. Pupils develop good attitudes and this leads to good learning. School assessment procedures are extensive but the information gathered is not used consistently throughout the school to match teaching to pupils' learning needs. Pupils enjoy school partly because of the good provision made for their care, welfare, support and guidance. The satisfactory curriculum is enhanced by very good enrichment activities. The school works hard to support parents and their partnership is satisfactory. Involvement in national initiatives and links with the community and other schools are good, and help improve pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The new headteacher provides enthusiastic, good leadership. He has a clear vision for the future development of the school that he has successfully conveyed to all staff and governors. Subject leadership and management are not sufficiently developed to support the raising of standards. Governance is satisfactory. Governors ensure that the school complies with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school, although many do not become actively involved in supporting their children's learning at home. Pupils are very happy with their school and appreciate the way their views are sought and acted upon.

IMPROVEMENTS NEEDED

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

- Raise standards in reading, writing and mathematics in Year 2 and English and science in Year 6.
- The quality and consistency of teaching, particularly in the reception and Year 1 classes.
- The leadership and management roles of subject leaders.
- Provision for the Foundation Stage and science.
- Pupils' attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' overall achievement is unsatisfactory in the Foundation Stage and Year 1. It is satisfactory in Year 2 and good in Years 3 to 6. The achievement of pupils with special educational needs is satisfactory in the Foundation Stage and good in all other years. Higher-attaining and talented pupils, and those with English as an additional language in Years 3 to 6 achieve well. Standards in Year 2 are well below average in reading and writing and very low in mathematics. In Year 6 they are average for mathematics and below average in English and science.

Main strengths and weaknesses

- Standards in Year 2 have not improved since the last inspection and are well below average in reading and writing and very low in mathematics.
- Children in the nursery make good progress and achieve well.
- Pupil achievement in reception, and in English in Year 1 is unsatisfactory because teaching is often unsatisfactory.
- Pupils make good progress and achieve well in Years 3 to 6 because teaching is good.
- The achievement of pupils with special educational needs in the Foundation Stage and Years 1 and 2 is better than other pupils because they receive good support.
- Standards in information and communication technology (ICT) are average in Years 2 and 6.

Commentary

1. In the Year 2 national tests in 2003, standards were well below average in reading and writing. One fifth of pupils did not attain the expected Level 2 in reading, and over a third did not reach this level in writing. No pupils attained the higher Level 3 in reading or writing. Standards in mathematics were very low overall, although a small number of pupils did attain the higher Level 3. Teacher assessments in science also show standards to be well below average.

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

Standards in:	School results	National results
Reading	13.4 (13.2)	15.7 (15.8)
Writing	12.6 (11.7)	14.6 (14.4)
Mathematics	13.7 (13.5)	16.3 (16.5)

There were 33 pupils in the year group. Figures in brackets are for the previous year.

2. In the Year 6 national tests for 2003, standards were below average for English although the school exceeded its target for the number of pupils attaining the average Level 4 or above. Standards in mathematics were average and the school's target for the number of pupils attaining the average Level 4 or above was exceeded. Standards in science were below average. Standards of pupils' work seen during the inspection mirror those reported in the 2003 tests at both Year 2 and Year 6.

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

Standards in:	School results	National results
English	26.0 (28.1)	26.8 (27.0)
Mathematics	27.4 (29.3)	26.8 (26.7)
Science	28.2 (30.9)	28.6 (28.3)

3. In Year 2 there has been no improvement in standards since the last inspection. This reflects a serious weakness in the school's provision. There are several reasons for this situation. Most children start school with well below average skills. Good teaching, the effective use of assessment information and provision of a relevant curriculum in the nursery ensures most children achieve well and make good progress. This is not successfully built on in reception because much of the teaching is unsatisfactory, and at times poor. Children's achievement in this year falls short of expectations, and many children develop unsatisfactory attitudes to learning. Most children are unlikely to reach the expected goals in any of the areas of learning, by the end of their reception year. In particular, children's personal and social skills, and their communication and language, and mathematics skills are well below those expected. Further unsatisfactory teaching in Year 1 results in pupils making very little progress and consequently their achievement is unsatisfactory. Pupils' achievement in Year 2 is satisfactory although the progress they make is insufficient to make a significant difference to standards overall. Pupils in Year 2 do reach average standards in ICT and the standard expected in religious education.
4. Good teaching in Years 3 to 6 ensures that pupils build successfully on their previous learning year on year. Pupils develop good attitudes to learning because teachers have high expectations and plan lessons that pupils find interesting. As a result, pupils become increasingly motivated to learn, they make good progress, and achieve well overall. However, pupils' well-below-average communication and language skills on entry to Year 3 affect their learning in all subjects. Despite good teaching, their attainment in English remains below average in Year 6. They attain average standards in mathematics because basic skills are taught well. By Year 6 the improvement in mathematics standards from Year 2 represents very good achievement for many pupils. Standards in science in Year 6 are below average. Whilst this reflects good achievement from Year 2 it is not as good as it could be because too little emphasis is given to learning through investigation. An improving trend has been firmly established in these year groups. Pupils in Year 6 do well in relation to those in similar schools, particularly in mathematics. They reach the expected standard in religious education and average standards in ICT.
5. The achievement of pupils with special educational needs in the Foundation Stage and Years 1 and 2 is better overall than that of other pupils. It is satisfactory in the Foundation Stage and good in Years 1 and 2 because pupils are well supported towards achieving their individual learning targets. In Years 3 to 6 the achievement of pupils with special educational needs and those identified as being very able or talented reflects that of other pupils. It is good because teaching is well matched to the learning needs of all pupils, and extra support is provided for pupils who need it. This support is often provided by skilled teaching assistants who make a good contribution to the learning of pupils throughout the school. There are no significant differences between the achievements of boys and girls of similar ability. Very few pupils with English as an additional language attend the school. The inspection evidence is that these pupils achieve as well as other pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are satisfactory overall. Their moral and social development are good and their spiritual and cultural development are satisfactory, ensuring that their personal development is satisfactory. Pupils' attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- Children make a positive start to their school lives in the nursery, but their good attitudes and behaviour are not sustained in their reception year.
- Pupils' attitudes and their behaviour improve to a good level as they progress through Years 3 to 6, and are helped by good moral and social education.
- Pupils' good relationships with each other and adults contribute well to their safety and well being.

- The school council and peer mediators have a positive effect on the attitudes and behaviour of other pupils.
- Valuable learning opportunities are missed because pupils' attendance and punctuality is unsatisfactory.
- Teachers' do not plan sufficiently for the spiritual, moral, social and cultural education of pupils.

Commentary

6. Since the last inspection, the school's attendance has improved. However, despite the school's good procedures to promote attendance, including regular communication with parents it remains below the national average. Some pupils are regularly absent from school and miss many learning opportunities as a result. Unauthorised absence has been reduced to minimal levels and in-term holidays are not significantly high. The school analyses pupils' attendance levels and, with the help of the education welfare officer, is communicating clearly to parents how their children's poor attendance has an adverse affect on their progress. Lessons begin on time, but the punctuality of many pupils is unsatisfactory at the start of the day.

Attendance in the latest complete reporting year 2002/03 (%)

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.1
National data	5.4	National data	0.4

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

7. Pupils are proud to belong to the school and enjoy its activities. Their attitudes and behaviour are satisfactory in Years 1 and 2, but they are sometimes noisy and call out when teaching is not precise, and routines and tasks are not clearly explained. The attitudes and behaviour of pupils in Years 3 to 6 improve because teaching is good. There are significant improvements in pupil's enthusiasm, attentiveness and motivation, so lessons flow without interruption. There is an inconsistent approach to applying good behaviour management strategies that result in variability of pupil's attitudes and behaviour. In Years 3 to 6 behaviour management is generally consistent and effective. Pupils with special educational needs are fully included in all classroom activities. Pupils with challenging behaviour are managed well so do not have a negative impact on the learning of other pupils.
8. Pupils build good relationships, which results in a calm and well-ordered school. They co-operate when working in pairs or groups, but these opportunities are too infrequent in some classes. Pupils go to their teachers and other adults around the school if they need help with a problem. Pupils will often consult one of the peer mediators first if they have a problem or feel insecure. This provision makes a good contribution to pupils' personal and social development. There have been no exclusions in the past year. Around the school, pupils show good behaviour, when under the supervision of adults, but satisfactory behaviour in the school playground where there are insufficient activities to interest them. Pupils learn how to interact with adults socially and are mostly tolerant of each other. They relax and play safely together and bullying or harassment is rare. Pupils learn to work together as a team and value each other's contributions. They show respect for the school environment and resources. Pupils become class monitors and sit on the school council. Older pupils look after younger pupils well. Pupils are eager to accept these opportunities to take on a range of responsibilities. They take their duties very seriously and make a good contribution to the positive attitudes and behaviour developed by pupils.
9. Pupils' personal development is satisfactory overall. Opportunities for developing their moral and social development are good and for their spiritual and cultural development they are satisfactory. None of the elements of this provision are systematically planned into the

teaching of National Curriculum subjects. Consequently pupils do not consolidate their learning in these valuable areas on a daily basis. Collective worship meets statutory requirements, and pupils learn about and develop respect for the celebrations and beliefs of other faiths. Pupils know the difference between right and wrong through classroom discussions of issues. However, inconsistencies in the way teachers manage pupils in lessons do not help pupils to gain a full appreciation of self-discipline. Despite this, anti-social behaviour is rare and does not disturb the school. The school's ethos successfully supports pupils' developing self-esteem and confidence. Pupils mix easily with each other at lunchtimes which are a happy relaxed occasions, and do much to support pupils' social skills. The school is well supported by the community. Pupils proudly maintain their local cultural roots and traditions through the school's own "gun crew" and a good range of visits and visitors. Many opportunities are provided for pupils to be involved in competitive sports with other schools. There are very few ethnic minority groups represented in the school, and pupils' experiences of a wide range of other cultures are not sufficiently promoted to equip them with a good knowledge and understanding of the cultural diversity of their city and of the British Isles.

10. When children enter the nursery, their personal, social and emotional development is well below the levels expected for their age. Through the empathetic staff, they make a confident start, are happy to make friends, and their attitudes and behaviour are consistently good. Relationships remain strong in the reception classes, but children are not given a strong sense of direction and they become less interested in their work, and are too inclined to move aimlessly between activities. Overall, their attitudes and behaviour are satisfactory, but progress in achieving the Foundation Stage's early learning goals in personal, social and emotional development is unsatisfactory for many children.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. However, inconsistencies in teaching have a direct impact on pupils' achievement and the standards they attain.

Teaching and learning

Teaching and learning are satisfactory overall but inconsistent across the school. Teaching is good in the nursery and in Years 3 to 6. Teaching in reception and Year 1 is often unsatisfactory, and is a serious weakness in the quality of education provided by the school. Teaching in Year 2 is satisfactory overall. Assessment procedures and the use made of assessment information by teachers is unsatisfactory overall.

Main strengths and weaknesses

- High expectations and the very good use of assessment information to guide the planning of activities in the nursery mean that children get a good start to their education.
- Pupils in reception and Year 1 underachieve and make unsatisfactory progress as a result of unsatisfactory teaching.
- Good teaching in Years 3 to 6 leads to good learning and good achievement for pupils.
- Teachers' use of assessment information to guide their planning of lessons is very variable.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	2 (5%)	16 (41%)	17 (44%)	3 (7.5%)	1 (2.5%)	0 (0%)

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

Commentary

11. **Teaching in the nursery is consistently good, but a large proportion of unsatisfactory and sometimes poor teaching in reception means that the overall quality of teaching in the Foundation Stage is unsatisfactory. Children in the nursery learn well because the teacher and nursery nurse have high expectations of what children can achieve and provide them with good support. Assessment information is used very well to guide the planning of activities that are well matched to children's interests and abilities. Basic skills are taught well for all areas of learning. Well-established routines and clearly communicated expectations in relation to their behaviour help children to develop good attitudes to learning, and fully support their personal and social development. Children are well prepared for their move into reception.**
12. **All children spend at least one term in a reception class where teaching is often unsatisfactory and sometimes poor. Many of the gains in learning they have made in the nursery are lost, in particular their positive attitudes and generally acceptable behaviour. Teaching in the second reception class is satisfactory and children start to regain their positive attitudes and their learning begins to move forwards. The unsatisfactory teaching stems from a lack of knowledge of how young children learn and the ineffective use of assessment information to guide the planning of appropriate activities. The teaching of basic skills, such as that of letters and the sounds they make, is unsatisfactory. In addition, children are not managed well and expectations of what they are to achieve and how they are to behave are not clear. This was demonstrated during a session organised to develop children's vocabulary and an awareness of the world around them. Although there were many potentially interesting activities available, children were not organised effectively and had little idea of what they were expected to do. Consequently within a very short time, they lost interest and moved without purpose from one activity to the next. Any learning was incidental. Satisfactory teaching is characterised by established routines, a secure knowledge of how young children learn and the organisation of activities that are well structured with a clear purpose in support of children's learning. In addition, adults are consistent in their approach and support, and manage the children well.**
13. **Due to their experiences in the Foundation Stage many pupils enter Year 1 ill-prepared for the work they are expected to do. Teaching in Year 1 is often unsatisfactory. The management of pupils and the organisation of lessons are often ineffective and lead to a lot of time being lost. Assessment information is not used effectively with the result that activities are not sufficiently matched to the learning needs of pupils. The consequence of this is that pupils' achievement is often unsatisfactory and their learning is not as good as it should be. Teaching in Year 2, although satisfactory overall is sometimes good. It is inconsistent between the classes and not good enough to help pupils regain the ground lost in reception and Year 1. Lessons are often very teacher directed and too few opportunities are provided for pupils to work together or develop their ability to work independently. Teachers in Years 1 and 2 do not plan together. They miss the opportunity to share expertise and ideas, and to ensure that the work they prepare will help pupils build successful on previous learning.**
14. **Teaching in Years 3 to 6 is consistently good, and sometimes very good. Although their approaches to pupil management vary, all teachers have high expectations of how pupils will behave and what they will achieve. They plan lessons that motivate pupils and use a range of teaching methods and strategies that engage pupils' interest and help them to learn well. A very good example of this was seen in a Year 5 and 6 science lesson. The teacher had put up and covered a new display. On the cover were notices such as "secret", "do not look", and "to be revealed". Pupils were**

intrigued to learn what lay behind the cover and could hardly wait until it was uncovered. When the display of the solar system was finally revealed, pupils' excitement and desire to learn were almost tangible. Pupils are given the opportunity to work collaboratively and become increasingly able to work independently. Teachers in these year groups plan lessons together and make effective use of their collective knowledge and expertise. They make satisfactory use of the assessment information available to them to ensure pupils' learning is progressive. The result of this good teaching is that all pupils learn effectively, and achieve well overall from their individual starting points on entry to Year 3.

15. Teaching assistants make a valuable contribution to pupils' learning throughout the school. They support individuals and small groups in lessons and give additional support to pupils with special educational needs. Satisfactory use is made of homework to support pupils learning of basic skills. Most pupils think they have to work hard and that their teachers show them how to make their work better.
16. The school gathers a significant amount of assessment information on pupils. However, there is no whole-school approach to using assessment data to guide whole-school improvement in teaching or specific subjects. The use made of assessment information by subject leaders is very limited. The assessments carried out are varied and do not provide compatible information that allows pupils' progress to be tracked from the time they start school to Year 6. Little work has been carried out to rigorously analyse the assessment data produced to track the progress of groups of pupils. Detailed assessments are carried out in the nursery and the information is used very well to plan activities that match children's learning needs. In reception and Years 1 and 2, assessment information is not used to help pupils understand what they need to do to improve or to guide teachers' planning of lessons. Better use is made of the available data by teachers in Years 3 to 6 to set targets for pupils, and to inform their planning of lessons. Marking throughout the school is unsatisfactory because it provides pupils with little information about what they have learned, and need to do next to improve.

The curriculum

The school provides a satisfactory curriculum and a very good range of enrichment opportunities. The overall quality of the school's accommodation and learning resources is unsatisfactory.

Main strengths and weaknesses

- The very good range of enrichment activities widen pupils' learning experiences.
 - There is good provision for pupils with special educational needs and those who are able or talented.
 - The quality and accessibility of outdoor facilities for the Foundation Stage are unsatisfactory.
 - The quality of outdoor facilities to support the teaching of physical education is unsatisfactory.
17. The curriculum is broad and relevant, and meets all statutory requirements, including provision for religious education and collective worship. This represents an improvement since the last inspection. The school has adopted national schemes of work for all subjects and a two-year 'rolling programme' of activities has been established to cater for the mixed-age classes. The school provides an organised programme of activities to support pupils' personal, social and health education, including sex and drugs awareness education. Pupils are given many opportunities to develop their sense of responsibility and social awareness. For example, they become classroom monitors, members of the school council and older pupils take on the responsibility of becoming peer mentors. The school provides a good level of equality of opportunity for all pupils within the general day-to-day school activities. However, because there are variations in the quality of teaching from class to class, not all pupils receive the same good quality of teaching and, as a result, equality of opportunity for all pupils is

satisfactory overall. However, the school ensures that all pupils benefit from the quality of education that it offers and most pupils think their lessons are fun.

18. Provision for pupils with special educational needs has improved since the last inspection and is good overall. The teaching of pupils with special educational needs is good, and is frequently very good for individuals and small groups. Class teachers ensure that appropriate provision is made within lessons to meet the particular needs of pupils with a special educational need. Teaching assistants work closely with class teachers to provide a good blend of support and challenge for pupils. Pupils' progress is regularly monitored and their targets are reviewed. Support for pupils with statements of special educational needs is good. The positive atmosphere of the school promotes the very effective inclusion of pupils with special educational needs into every aspect of the school's life. Provision for pupils who are particularly able or talented is equally good. These pupils benefit from taking part in activities specifically designed to challenge them. Some of these activities are provided as a result of productive links with the local secondary school.
19. Planning for the use of literacy and mathematics skills across the curriculum is inconsistent. This aspect of the school's work has been correctly identified as an area needing development.
20. The school provides pupils with a very good range of interesting and relevant extra-curricular activities that contributes well to pupils' overall achievement. Pupils appreciate these additional opportunities to visit places of interest and work with experts such as musicians. Provision for pupils to take part in sport and be taught by professional coaches is particularly noteworthy and much valued by pupils. For example they enjoy working with the Plymouth Raiders basketball team.
21. **There is a satisfactory match of teachers and support staff to the curriculum. Although there are well-advanced plans to make significant improvement to the accommodation, and an ambitious programme of building work was underway at the time of the inspection, currently the school accommodation is unsatisfactory. One significant weakness is the lack of direct outdoor access and a covered outdoor area for the Foundation Stage classes. Other weaknesses are the lack of toilets in the 'temporary' classrooms and the school field is unusable for a good deal of the year due to waterlogging. Similarly, there are some weaknesses in resource provision. In the Foundation Stage there is insufficient equipment for three classes, the library is under-stocked for the number of pupils in the school and in religious education there are too few artefacts to enable pupils to develop an understanding of different faiths.**

Care, guidance and support

The school has good provision for ensuring pupils' care, welfare and health and safety. It provides them with good support and guidance, and involves them effectively in its work and development.

Main strengths and weaknesses

- The headteacher and staff know their pupils very well and this enables them to give high quality pastoral care.
- Pupils settle happily into the school and support each other well.
- The school receives good support from outside agencies.
- Pupils feel actively involved in shaping the work of the school.
- Staff training in child protection procedures and awareness requires updating.
- The school's care and support policies have weaknesses that affect the implementation of health and safety, and behaviour management procedures.

Commentary

22. As reported in the last inspection, this aspect is good feature of the school, and greatly contributes to the improving achievement of pupils as they progress through the school. The headteacher is very dedicated to his pastoral duties and all adults are diligent in supporting children and providing a stable and caring environment for all pupils. This care and support is greatly appreciated by all parents, who feel comfortable in approaching the headteacher and staff with their concerns and problems.
23. There is a wide range of well-developed policies to support this area of the school's work, but their implementation is not always effective because of inadequate training. The implementation of the behaviour policy is inconsistent between classes. Consequently, self-discipline is not a consistently strong feature of all pupils, although challenging behaviour is infrequent. There is insufficient co-ordination of for health and safety issues as responsibilities are allocated between too many staff. The school is safe and medical procedures are satisfactory, but there are too few staff trained in first aid. Child protection procedures are satisfactory but the school has recognised the need to provide regular update training for staff.
24. The school has made good use of the funding from the previous education action zone initiative to support pupils' progress. The counsellor from the present Excellence Cluster gives good weekly guidance to vulnerable pupils. The school receives valuable regular support from outside professional agencies for attendance, child protection and health issues. Occasional visitors, such as the police, assist with annual life skills courses. The school is actively involved in a Sure Start project on the school site that will further support potential pupils and their parents from the local community.
25. The pupil questionnaire shows that one in six pupils do not feel there is an adult to go to if they are worried at school. This was not confirmed in conversations with many pupils, as they assured inspectors that they do trust their teachers and other adults to listen with a sympathetic ear to their problems and anxieties. This disparity between the questionnaires and the conversations with pupils is thought to be due to positive influence of the peer mediators and school council, as pupils use them as first-line counsellors. Pupils with emotional and behaviour problems join the lunchtime club, which allows them to view their world less anxiously.
26. The arrangements for assessing pupils' attainment and progress are developing. The school's support for pupils with special educational needs is good. Individual educational plans are effective and discussed with pupils and their parents. Support given to pupils for whom English is an additional language is effective. The tracking of pupils' personal development is mostly informal and as such it is not effective, except for pupils with individual educational plans. Although teachers know their pupils well the lack of formalised recording does not allow the school to accurately identify trends in pupils' personal development.
27. The induction of pupils new to the school is good. Pupils and parents feel welcome in the school and knowledgeable about school routines. A high number of pupils join the school later in the year. The headteacher is very caring with both pupils and parents so as to integrate them into school life quickly and sensitively. Parents appreciate the school's efforts in giving their child a successful fresh start when they have experienced problems at another school.
28. The school treats pupils with respect. Most pupils feel that teachers listen to them and they are treated fairly. The school actively seeks the views of pupils through questionnaires and the use of a suggestion box for pupils, which is well used. The school consults pupils on issues through the school council and considers their responses seriously. The peer mediators are effective and very capable of solving minor disputes between pupils in the playground. Pupils' awareness of their individual academic targets is developing, and older pupils are starting to believe that they can influence their performance.

Partnership with parents, other schools and the community

The school has satisfactory links with parents and good links with the local community and other schools. Parents are very satisfied with the work of the school.

Main strengths and weaknesses

- The school works hard to involve parents in the life of the school.
- Parents have great trust and confidence in the school, and value the commitment of the headteacher and staff.
- The school has a good relationship with other primary and local secondary schools, which assists the transfer of pupils.
- All pupils benefit greatly from the school's good links with the community.
- The partnership with parents does not make a positive contribution to the achievement of a significant number of pupils.

Commentary

29. The headteacher gives a very high priority to the school's relationships with all parents. Parents have easy access to the headteacher and staff in the playground at either end of the school day. Parents are very confident in the school and very satisfied with all aspects its work. A few concerns expressed by parents concentrated principally on the areas of pupil behaviour and information provided for them about their child's progress. Inspection evidence shows these aspects of the school's work to be satisfactory.
30. Although parents have a high trust in the school, and feel that their role as a parent is valued and respected, the partnership with parents is only satisfactory in supporting children's learning. Despite the school's best efforts to date, a significant number of parents are relatively inactive in support of their children's education. They do help their children with homework, but very few volunteer to help in school. Recruitment of parent governors is difficult although those in post serve the school well. Most parents attend evenings to discuss their children's progress, and they are very supportive of school social events. Initiatives aimed at involving parents in the education of their children are less well attended with the result that too few parents have a good understanding of what their children are learning at school. Consequently they are not able to contribute fully to their children's learning at home. There is a strong parents' association and fundraising events are successful. All parents have signed the home-school agreement. However, one in four parents do not support the school well by ensuring their children's attendance and punctuality are good.
31. Information provided for parents' is satisfactory and meets statutory requirements, but does not represent the essential character of the school. In addition, the language used is over complicated. Annual reports to parents are good. They do not contain a review of past academic targets, but do state targets for the future in English, mathematics and science. Pupils contribute to their reports but parents' comments are few. However, most parents feel comfortable with the opportunities they are given to receive verbal feedback on their children's progress.
32. Most parents are happy with the homework given to their children. The school provides parents with information and advice as to how they can help their children. With the support of the Excellence Cluster, the school has developed adult workshops for parents to improve their understanding of how they can help their children at home. The school has not systematically sought the views of parents. However, it listens to parents and responds to the views expressed during individual conversations.
33. Links with the local community are good. The school is regarded as an essential asset of the community. This mutual support benefits pupils both inside and outside the classroom and ensures that pupils have pride in their school. The school is well used by community groups, which support both parents and pupils. The school is actively involved in national initiatives that have already benefited pupils and the community. The Sure Start project being developed on the school site is aimed at bringing further integrated services to the whole community. Good links with local businesses provide volunteers to listen to pupils read and generous donations for school functions.
34. The school has good links with other schools as part of the Devonport and Stonehouse Academic Council. It is also involved in an Excellence Cluster and as such is one of a family of schools. Close working relationships with these schools brings many benefits to pupils. For example, they transfer to secondary schools safe in the knowledge that their needs have been thoroughly reviewed, they enjoy science lessons under laboratory conditions at the secondary school, and they have access to additional physical education activities supported by professional coaches. Activities that provide additional challenge for able and talented pupils are hosted by the secondary school each term. All these activities contribute positively to the standards attained and pupils' achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher provides enthusiastic good leadership. Management of the school is satisfactory and improving. Governance is satisfactory.

Main strengths and weaknesses

- The headteacher has a clear vision for the school's development and is actively taking practical steps to improve the school.
- Leadership and management of the Foundation Stage and science are unsatisfactory.
- The monitoring role of subject leaders has not been developed sufficiently since the last inspection.
- There is good leadership of the provision for pupils with special educational needs, and able and talented pupils.

Commentary

35. The headteacher took up his post at the start of the current school year. He has accurately evaluated the work of the school and has a good understanding of its strengths and weaknesses. He has a clear vision as to the future improvement of the school and has successfully conveyed this aspiration to governors and staff. He has made an effective start to addressing issues regarding standards, leadership and management through the involvement of all key staff in the Primary Leadership Programme. Management teams have been reorganised to provide all teachers with an overview of the school's work and practical involvement in its improvement. However, it is too early to judge the effectiveness of these initiatives.
36. A substantial building funded through the Sure Start initiative is under construction on the school site. This will house a Children's Centre. The headteacher has involved himself fully in the development of this centre to ensure that its benefits to school and local community are maximised. Through his vision, endeavour and accessibility, the headteacher provides a good role model in motivating and inspiring the school community.
37. The last inspection identified the need to develop the role of subject leaders to ensure they had a greater effect on raising standards. There has been little significant development relating to this issue and this is reflected in the standards attained particularly in Years 1 and 2. Leadership and management of the Foundation Stage have failed to ensure sufficiently good teaching in reception to ensure children achieve as well as they can. Insufficient knowledge of the school's provision or standards renders the leadership and management of science unsatisfactory. Subject leaders have worked to improve their subject knowledge; to support teachers and other staff; to advise on planning and to manage resources. They have had limited opportunities to gauge the standard of pupils' work. Teachers have been encouraged to plan together and make use of assessment information to support planning and set targets for pupils. However, while this advice has been acted on in Years 3 to 6 it has had little effect lower down the school. Monitoring provision in subjects, including the detailed analysis of assessment data and direct observation of lessons by subject leaders, has been very limited. As a result they have been unable to ensure that agreed planning and teaching methods are being used to best effect, or to identify good practice that can be shared. The leaders for the school's special educational needs and able and talented provision are particularly effective. They ensure that the needs of the pupils for whom they are responsible are identified early and accurately. They work with other staff, agencies and establishments to put in place effective support and ensure that stimulating learning activities enable these pupils to achieve as well as they can. The school's effectiveness in meeting the needs of all pupils has been recognised by an 'inclusion award' from the local authority.
38. **Under the direction of the headteacher, the school has embarked on a process of rigorous self-evaluation. Teaching and non-teaching staff and governors are developing a much clearer understanding of the school's strengths and weaknesses.**

Results of statutory and optional national tests have been subject to limited analysis within the school in order to establish targets and improve planning. The school has begun to make use of the computerised analysis of assessment data to support its work in this area. Performance management is established but the objectives of individual teachers are not linked to whole-school improvement issues. The school's improvement planning process has been upgraded to reflect current good practice in successful schools.

39. The governing body has a secure understanding of the school's strengths and weaknesses, and is developing an effective working relationship with its new headteacher. They understand the need for them to play a more involved and critical role in formulating and reviewing strategic plans, and the school's work overall. The governors fulfil their statutory duties. The range and effectiveness of school policies contributed to its inclusion award. Governors have a sound grasp of financial planning and they strategically manage the school's financial resources well. The planned carry forward is designed to support the school through a period of falling pupil numbers, and with building works.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	712,158	Balance from previous year	23,819
Total expenditure	693,323	Balance carried forward to the next	42,655
Expenditure per pupil	2,447		

40. The management and governance of the school are well supported by its administrative staff and the day-to-day management of the school is satisfactory. The school has well-established procedures to secure best value in most of its work, although governors are aware that further work needs to be done on linking the purchase of resources to bring about improved standards. The school gives satisfactory value for money.

Aids and barriers to raising achievement

41. **The good leadership of the headteacher and commitment of staff and governors to school improvement are having a positive impact on the school's work of raising achievement. Unsatisfactory and inconsistent teaching in two classes and the underdeveloped roles of key staff and subject leaders do not support the raising of standards. Not all parents support their children's education effectively at home or through ensuring that their attendance and punctuality are good.**

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **unsatisfactory**.

42. Leadership and management of the Foundation Stage are unsatisfactory and a serious weakness in the school's provision. The leader does not have a secure understanding of the learning needs of very young children and, consequently, is not able to be a successful role model for other teachers.
43. Provision in the nursery is good. Good teaching and very good assessment procedures ensure children learn and achieve well, and develop positive attitudes to learning. Children move from the nursery into the first reception class at the start of the school year. They move on into a second reception class with a new teacher in January, to make way for younger children to join the first class. Teaching in the first reception class is often unsatisfactory and sometimes poor. Despite undertaking regular assessments in reception, the assessment information is not being used effectively to guide teachers' planning. Consequently, children's achievement, including those with special educational needs, is unsatisfactory with the result that by the time they leave reception, most children have not attained the standard they are capable of. Teaching assistants work hard and provide valuable support for children.
44. Accommodation is unsatisfactory. The dedicated building provides satisfactory accommodation for the nursery and one reception class. However, the second reception class is housed in the school's main building, where there is no direct access to the outdoor play area. In addition, although there are well-advanced plans to improve the accommodation for the Foundation Stage, at the time of inspection there was no covered area to enable a range of outdoor activities to be planned for the children. Resources are unsatisfactory, as there is not enough equipment to meet the needs of three classes. There is a limited range of large indoor and outdoor equipment, much of which is close to the end of its useful life. This shortage of equipment hinders children's learning, as it is not possible to provide a well-planned outdoor curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development overall is **unsatisfactory**.

Main strengths and weaknesses

- The very good relationships between children and adults, and the clear routines in the nursery create an effective learning environment in which children learn well.
 - Children's achievement in the first reception class is unsatisfactory due to weaknesses in teaching.
45. Children start in the nursery with skills in this area that are well below those normally found. This area of learning receives appropriately strong emphasis in all the planned activities. Teaching is good and children learn well because there are well established daily routines and staff know how young children learn. They plan a very good range of activities, which lead to sustained interest and concentration from the children and a developing desire to learn. Due to this good provision, most children achieve well and enter the first reception class with considerably improved skills although they remain below average overall. In the first reception class, further progress is very limited for most children because teaching is unsatisfactory. Children underachieve in this class. They are left too much to their own devices and, as a result of insufficient guidance from their teacher and poorly established routines they drift aimlessly from one activity to another. In the second reception class, however, due to good relationships and the positive encouragement from their teacher, many children begin to develop appropriate levels of confidence and independence when they tackle new learning.

They learn to make choices and decisions about their work and most children take turns, share resources and work well together as a group. However, largely as a consequence of their unsatisfactory experiences earlier in their reception year, most children are unlikely to reach the expected goals in this area of learning by the time the end of their reception year.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for the development of communication, language and literacy skills is **unsatisfactory**.

Main strengths and weaknesses

- Nursery staff seize every opportunity to enhance children's communication skills.
 - Very good planning and assessment procedures in the nursery ensure children experience activities that move their learning forward.
 - Inappropriate expectations, poor organisation and unsatisfactory teaching in the first reception class, results in children being confused and making poor progress
46. Children's attainment in this area of learning is exceptionally low when they start school. Planned into all activities in the nursery are very good opportunities for the children to develop their language skills. Regular detailed assessments are used well to monitor children's progress and identify those children in need of specialist speech therapy support. Despite their good achievement, attainment remains below average when children leave the nursery. Teaching in the nursery and second reception class provides challenging and stimulating activities that are well matched to the needs of all children. Routines for sharing books, listening to stories, playing games and singing rhymes are well-established and constantly reinforced so that children begin to learn letter sounds and a few simple words. Skilled teaching ensures their learning is fun and effectively, keeps children engrossed in their learning. Unsatisfactory teaching in the first reception class does not allow children to reinforce and consolidate their learning. For example, when learning about letters, the session observed was very rushed and the link between written letters and the sounds they make was not made. As a result when children came to an activity later involved in linked activities a significant proportion of children could not identify the letters or the sounds they make. Poor organisation and the lack of teacher support after the introductory session resulted in poor learning and most children quickly lost interest in their work. This practice serves to undo much of the good work undertaken in the nursery in developing good attitudes to learning. These inconsistencies in the quality of teaching result in unsatisfactory achievement overall and most children are unlikely to reach the expected goals in this area of learning by the end of their reception year.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- Planning and teaching for mathematical development in the nursery are good.
 - Unsatisfactory teaching in reception leads to children's underachievement.
47. Effective teaching and the good range of practical activities provided in the nursery helps children to achieve well from a low starting point. However, despite the good progress in the nursery, children's attainment on entry to the first reception class remains below that expected. Whilst in the first reception class, children's learning and achievement are unsatisfactory as activities are not sufficiently matched to their differing learning needs. Activities in the second reception class support children's learning, and this results in satisfactory achievement for most children. However, it is clear that the momentum of children's learning has been lost and their mathematical understanding and communication skills are well below those expected. Children need a good deal of support to recognise numbers and are not able to do so independently. Most children are unlikely to attain the expected goals in this area of learning by the end of their reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **unsatisfactory**.

Main strengths and weaknesses

- Good teaching in the nursery ensures children achieve well.
 - Ineffective organisation in one reception class inhibits children's learning and results in their underachievement.
48. Children's learn very well in the nursery because activities are well planned and matched to their learning needs. The emphasis on practical activities ensures that children become actively involved in learning about their world. Consequently, they achieve very well from their low starting point. However, this good achievement is not maintained in the first reception class. In one lesson, the lack of organisation and unclear expectations of what children were to learn or how they were to behave led to children flitting aimlessly, and increasingly noisily, from one activity to another. Any learning was incidental and children achieved very little. Nearly half of the children are likely to reach the expected goals in most aspects of this area of learning goals by the end of their reception year. However, a significant number of children are underachieving due to the unsatisfactory teaching in reception.

PHYSICAL DEVELOPMENT

Provision for physical development is **unsatisfactory**.

Main strengths and weaknesses

- Opportunities for children to work and play outdoors are unsatisfactory.
 - Most children reach the expected goals by the end of their reception year.
49. Children's attainment when they enter the school is below expectations. They achieve well in the nursery because of good support from adults. Their achievement in reception is satisfactory overall. By the end of their reception year, the majority are likely to reach most aspects of the early learning goals for physical development. However, a significant number of children have some difficulty in handling pencils, scissors, brushes and other small tools. Most reception children are able to dress and undress independently and they move freely, with pleasure and confidence when working in the school hall. There are plenty of large wheeled toys for use during outdoor play although some show signs of wear. Plans are at an advanced stage to develop both access to, and resources for, the outdoor play area. The current space available is unsatisfactory as it can only be used in good weather and is not accessible from the second reception class. These weaknesses in the provision severely restrict the learning opportunities that can be planned and render the provision unsatisfactory overall.

CREATIVE DEVELOPMENT

Provision for creative development is **unsatisfactory**.

Main strengths and weaknesses

- Children in the nursery are provided with an exciting range of activities that ensures they learn well.
 - Children's learning in their reception year is unsatisfactory, as it does not successfully build on their learning in the nursery.
50. **Children start in the nursery with skills that are well below those expected. The wide range of stimulating activities provided, together with good teaching and high levels of support, ensure that children learn and achieve well. Children need a lot of help to**

learn important basic skills and, appropriately, some activities are planned that provide for the direct teaching of these skills. In addition, very good opportunities for play that involves adults enable children to develop their imagination. However, good quality learning opportunities are not provided consistently in reception. This is because expectations for children's work and behaviour are unclear in the first class, and this results in an unstructured learning environment where children move from one activity to another without purpose. Consequently, their learning stalls and the achievement of many children is unsatisfactory. Although the majority of the reception age children are likely to reach the early learning goals in most aspects of this area of learning, a significant minority will not.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievement in Years 3 to 6 is good.
- Teachers' planning and the use made of assessment information in Years 3 to 6 are good.
- Standards in speaking and listening, handwriting and spelling are well below those expected.
- Teaching and classroom management strategies recommended by the National Literacy Strategy are used effectively in Years 3 to 6.
- Teachers do not systematically plan to support pupils learning in literacy through other subjects.

Commentary

51. Standards of work seen during the inspection in Year 2 are similar to those reported as being well below average in the 2003 national tests. The situation has existed for several years. Teaching in Year 1 is unsatisfactory and leads to unsatisfactory learning and achievement for most pupils. The achievement of pupils with special educational needs is satisfactory because of the additional support they receive. Expectations of what pupils can achieve are not high enough, and the management of pupils is often not good enough to ensure pupils remain engaged in activities that will develop their speaking, listening and handwriting skills in particular. In Year 2 teaching is satisfactory overall with some good features. Although pupils' achievement is satisfactory it is insufficient to enable them to catch up all of the ground they have lost in Year 1. Teachers plan individually in Years 1 and 2 and miss opportunities to learn from each other's strengths. For example, in a successful lesson, the teacher drew good imaginative vocabulary from her pupils by encouraging them to close their eyes and visualise themselves in the picture that they had been shown. This strategy was not used in the parallel Year 2 class and, as a result, the imaginative vocabulary produced by pupils in this class was limited. Teaching in Years 1 and 2 does not make best use of the strategies, and methods of organisation recommended in the National Literacy Strategy to ensure pupils remain focused on the tasks they are set. Consequently, their attitudes, behaviour and learning in lessons are not always as good as they should be and this contributes to the well below average standards.
52. Standards of work seen in Year 6 during the inspection were very similar to those reported in the 2003 national tests. Whilst they are below the national average, they are average compared to schools in similar circumstances. Assessment information is used effectively in Years 3 to 6 to guide teachers' planning. This results in focused teaching that contributes to pupils' good learning as tasks in lessons build successfully on what pupils already know and can do. The achievement of all pupils, including those with special educational needs, is good. Effective use is made of teaching strategies and the organisation of lessons recommended in the National Literacy Strategy and lessons progress at a good pace. Teachers have high, but

realistic, expectations of pupils' learning and behaviour and these are clearly understood by pupils. These good features of teaching, ensure pupils develop good attitudes to their work and behave well with the result that they make good progress from their well below average standard in Year 2. Whilst teaching and learning are satisfactory overall in these year groups there is a high proportion of good teaching. The marking, of pupils' work throughout the school rarely provides pupils with information about what they have learned or what they need to do next to improve.

53. Pupils' speaking skills are well below those expected throughout the school. They use a limited vocabulary and many do not attempt to speak in whole sentences. Younger pupils' listening skills are poor and many do not pay good attention to their teachers or other children during lessons. This improves as pupils move through the school because teachers are more successful in their management of pupils. Year 6 pupils listen well when their classmates read aloud. Listening by the whole school in assembly is exemplary, which suggests all pupils are capable of listening well if motivated and expected to do so. Teachers are well aware of the weakness in pupils' speaking and listening skills, and have started to include national guidance in their planning of lessons to support improvement in this area.
54. Reading standards improve steadily as pupils move through the school but start from a very low base. Standards are well below average at the end of Year 2 and below average at the end of Year 6. Pupils' achievement is satisfactory overall. The school works well with parents to promote reading standards and books are sent home regularly in all classes so that pupils can develop their skills and understanding. The support from home declines as pupils get older and consequently some pupils do not sustain their interest in reading. Most pupils' reading is mechanical and few read with fluency or expression. They can talk about what they have read and what has happened, but have few ideas when asked about what might happen next. They know about how to use the contents and index to get information from a book but are less sure how to locate the book in a library. The library is too small and contains too few books to be an effective learning resource for pupils.
55. Pupils' writing skills are well below average at the end of Year 2 and below average in Year 6. The overall standard of handwriting throughout the school is unsatisfactory overall. Most pupils hold pens and pencils awkwardly, and do not form letters accurately or to a consistent size. Joined handwriting is taught relatively late and is not used by most pupils unless asked for. A recently introduced commercial scheme is beginning to have a positive effect on improving handwriting skills. Spelling standards are well below expectations throughout the school for the majority of pupils and reflect pupils' lack of understanding of letter sounds. These basic skills are not taught well enough to younger pupils to equip them with the skills they need when they are older. Over time, pupils learn the features of a satisfactory range of writing genres and can reproduce what they have learned. However, few pupils demonstrate the skills required to attain the higher levels in national tests at the end of Year 6. Their writing rarely extends beyond a page or includes extensive and vivid vocabulary.
56. Pupils enjoy their English lessons. They particularly enjoy speaking to an audience and reading, and they appreciate the value of listening as they get older. Writing is the pupils' least favourite aspect of the subject. As pupils move through the school, their interest and enjoyment increases. Better teaching in Years 3 to 6 plays an important part in their more settled and receptive behaviour.
57. Leadership and management of the subject are satisfactory. The subject leader has worked with local authority consultants to introduce the national strategy and its many supporting materials and schemes. He has provided training for teachers in the school and works closely with teachers in Years 3 to 6 to make use of the assessment data available. This has informed target setting for individual pupils and year groups that has led to improved standards by the end of Year 6. However, he has rarely been given the opportunity to visit classrooms while lessons are in progress, and as a result his influence over improving the quality of teaching throughout the school has not been as effective as it could have been. Many of the

features identified in the last report for development, including improving the role of the subject leader have persisted. Consequently despite the improvement in standards by the time that pupils leave the school, there has been unsatisfactory progress since the last inspection.

Language and literacy across the curriculum

58. **The school has not yet rigorously identified opportunities for developing and supporting pupils' literacy skills through other subjects. However, teachers include various writing and reading activities in work for other subjects although they are not always clear in their plans.**

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Expectations of what pupils can achieve in Years 1 and 2 are too low.
- Pupil achievement between Years 3 and 6 is very good.
- The quality of teaching in Years 3 to 6 is consistently good.
- Insufficient use is made of assessment information to guide teachers' planning.

Commentary

59. **Pupils enter Year 1 with standards that are very low. Although the learning and achievement of all pupils, including those with special educational needs are satisfactory in Years 1 and 2, they are insufficient to produce a marked improvement in standards. Consequently, standards at the end of Year 2 remain very low overall. Pupils in Years 3 to 6 make consistently good progress. This year on year improvement results in very good achievement overall for all pupils, and standards that are average by the end of Year 6.**
60. The overall quality of teaching and learning in Years 1 and 2 is satisfactory. Teachers give good practical demonstrations and ensure pupils learn and understand the vocabulary used in mathematics. Lesson planning and pupil assessment is securely based on the expectations of the National Numeracy Strategy. However, assessment information is not used sufficiently to inform teachers' planning, and activities are not always well matched to pupils' learning needs. Expectations are too low because teachers are not entirely clear about what pupils can or cannot do. The range of teaching strategies used is limited, with the result that pupils' interest is not always maintained. For example, during whole-class introductory sessions, pupils can opt out of being involved if they sit quietly and do not respond to their teachers' questions. Pupils' independent learning skills are slow to develop because lessons are largely teacher directed. Pupils' attitudes and behaviour are satisfactory overall. Teachers' management of pupils is inconsistent with the effect that some time is lost in lessons while teachers refocus pupils' attention. Resources are generally used well to support pupils' learning. However, there is a tendency for workbooks to be overused and, as a result, pupils do not learn how to record their own work.
61. Teaching and learning in Years 3 to 6 are consistently good with some very good features. Teachers manage pupils well and have very high expectations of what they can achieve. They plan lessons together using the National Numeracy Strategy as a guide. This helps to ensure pupils' learning is progressive year on year and all pupils achieve very well from their very low starting point. Assessment information is used to inform teachers' planning and pupils are set individual targets for improvement. Lessons move at a good pace and pupils are expected to work hard, with the result that pupils' attitudes and behaviour in lessons are good and they complete a good amount of work. Teachers use a range of strategies to ensure pupils remain focused on their learning. For example, they are encouraged to work in pairs or are given a

specific time to complete a task. The result of all these positive features is reflected in the improved standards since the last inspection.

62. Pupils' work in books, and lesson observations show that the pupils experience all aspects of the mathematics curriculum. They have regular opportunities to practise their mental calculation skills, and learn to use a variety of strategies when solving problems. Many pupils find it difficult to articulate their answers because their language skills are limited.
63. Marking in books is inconsistent. It rarely provides pupils with guidance to support further learning or information that enables them to gauge how well they are doing.
64. Subject leadership and management are satisfactory, and satisfactory improvement in mathematics provision has been secured since the last inspection. The National Numeracy Strategy has been implemented although it is used more effectively in Years 3 to 6 where the subject leader has direct influence over teachers' planning. There has been very little monitoring of the quality of teaching and use of assessment information with the result that some inconsistencies in approach and expectations remain across the school as a whole. The subject leader has analysed the assessment information available to her and is clear about what improvements need to be made. However, she has had too few opportunities to influence directly the work of teachers to establish consistently good whole school practice.

Mathematics across the curriculum

65. The use of mathematics across the curriculum is satisfactory. For example, data handling is suitably developed through subjects such as science and ICT.

SCIENCE

The school's provision for science is **unsatisfactory**.

Main strengths and weaknesses

- Leadership and management of science are unsatisfactory.
 - There has been an improvement in standards at the end of Year 6.
 - There is insufficient focus on investigative science throughout the school.
 - Higher attaining pupils are not always sufficiently challenged.
66. Lesson observations and an analysis of work undertaken during the current school year indicate that standards in science are below average at the end of Year 2 and Year 6. The achievement of all pupils including those with special educational needs is broadly satisfactory when their individual starting points are taken into account. However, several lessons were observed where all pupils undertook the same tasks and this restricted the learning opportunities, particularly for higher-attaining pupils and they did not achieve as well as they should.
 67. The quality of teaching and learning in science is satisfactory. In the best lesson, relationships were very good and the teachers' subject knowledge was good. In addition, questions were used to assess pupils' knowledge and understanding very effectively with the result that the teacher and pupils had a very good idea of where they were with their learning and what they needed to learn next. The lesson moved at a very good pace, with the result that pupils learned quickly, showed a high level of enthusiasm for the subject and concentrated hard. In contrast other lessons, although satisfactory, were very teacher-directed, with few opportunities for pupils to develop their investigation skills. The analysis of pupils' work in books indicates this is generally the case, with few examples of practical tasks where pupils are expected to plan their own investigations and a good deal of worksheet-based science lessons. Older pupils have the valuable opportunity to attend the local secondary school to work in the science laboratories. The work undertaken there stands out from the regular work in books as being practical and investigative, with pupils obtaining, evaluating and presenting evidence in a systematic way.

68. Leadership and management of the subject are unsatisfactory because there has been very limited monitoring of the subject through the analysis of data, curriculum plans, pupils' work or lesson observations. Consequently there is no whole-school overview of standards, the quality of teaching or which aspects of the subject need development and as a result provision is unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well because basic skills are taught effectively.
- Use of ICT in lessons is limited.
- The ICT technician provides valuable support for teachers.

Commentary

69. **Standards are broadly in line with national expectations for Years 2 and 6. This represents good achievement for all pupils as most of them have had little experience of working with computers prior to coming to school. Basic skills are taught well and pupils quickly gain confidence in using ICT. In Years 1 and 2, pupils use a range of programs to support their learning in other subjects such as religious education and art and design. By Year 4 pupils confidently create a database and combine text and graphics. Pupils in Years 5 and 6 use ICT to support their work in English and mathematics. Pupils use the Internet for research to support their learning in other subjects.**
70. **The quality of teaching is good. Good use is made of the school's computers for basic skills teaching. After a whole-class teaching session where the skill to be learned is demonstrated by teachers, pupils are taken in small groups to consolidate their learning. All adults have sufficient knowledge and skills and this, together with the pupils' enthusiasm, good behaviour and hard work, ensures pupils learn well. Pupils are regularly assessed and their progress is carefully monitored to identify pupils who are not achieving the expected levels although this information is not used extensively by teachers to inform the planning of future lessons.**
71. **The temporary subject leader is aware of the need to improve monitoring procedures to find out about the quality of teaching and standards throughout the school. The ICT technician employed by the school provides valuable support for teachers by ensuring that computers are always working and available for teaching.**

Information and communication technology across the curriculum

72. Satisfactory use is made of ICT in other subjects. However, computers in classrooms are often idle and this valuable resource is not fully utilised to support pupils' learning.

HUMANITIES

73. Religious education was inspected separately. Geography and history were sampled and no overall judgements were made about provision. One lesson was observed in geography, and two in history. Discussions were held with the subject leaders and pupils' work was scrutinised.
74. School documents and pupils' work indicates that pupils experience the expected range of activities in **geography**. Pupils in Years 1 and 2 develop their knowledge of world geography

through following the travels of “Barnaby Bear”. Pupils in Year 4 are able to compare and contrast life in different parts of the world. For example, they make a detailed comparative study of life in their home-town of Plymouth with that of life in Kenya. Pupils in Year 6 make good use of the school’s close proximity to the River Tamar when studying rivers. In the lesson seen, effective questioning by the teacher supported pupils’ understanding of key geographical vocabulary and knowledge of different features of rivers.

75. In **history** pupils in Year 2 talk confidently about the Great Fire of London and the importance of Samuel Pepys’ diary as a record of the events that took place. Pupils in Years 3 and 4 know why the Romans invaded Britain and can make comparisons between aspects of Roman and Celtic lifestyles. ICT is used to support pupils’ learning, particularly the use of the Internet for research.
76. **In both the geography and history lessons, pupils’ attitudes and behaviour were positive, and pupils talked enthusiastically about their work. A good range of visits and visitors enhance pupils’ learning experiences in both subjects. Geography and history are led and managed by one teacher who has worked hard to improve her knowledge and understanding in both subjects. She supports and advises colleagues, checks their planning and ensures that appropriate resources are readily available, including some borrowed from the local museum service. She has been given little opportunity to systematically monitor the quality of teaching and standards in these subjects.**

Religious Education

Provision in Religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a genuine interest in learning about other cultures and religions.
- Religious education makes a good contribution to pupils’ personal, spiritual and cultural development.
- Resources to support learning are limited.

Commentary

77. **Standards are satisfactory and meet the requirements of the Agreed Syllabus in Years 2 and 6. All pupils achieve well and develop a secure knowledge of different religions. Pupils are interested and behave well. In discussions, pupils demonstrate their acceptance of the differences between people and their religious beliefs.**
78. **Teaching is good. Teachers have good subject knowledge and challenge pupils to think, and debate their ideas, and this results in good learning. For example, pupils in Years 5 and 6 compare the sacred texts used in worship in the Christian and Sikh religions. As they explore issues such as friendship and belonging to a community, pupils’ personal and social skills develop well. Visits to the local church enable pupils to develop a secure knowledge and understanding of Christianity. The school’s limited resources are used well by teachers and this contributes to the standards attained. Assessment procedures are informal and produce little secure information for teachers to use in their planning of lessons.**
79. The subject leader has identified the need to strengthen the links made by teachers between the Agreed Syllabus and additional support materials available in the school, and to improve the quality and quantity of resources. Inspection findings support these judgements. Monitoring of the quality of teaching and standards in the subject is underdeveloped.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. **There was not enough evidence to make overall judgements on provision in the subjects of art and design, design and technology, music and physical education. One lesson was observed in music and one in physical education. No lessons were observed in art and design, and design and technology. Discussions were held with subject leaders and pupils, and documents and pupils' work was scrutinised.**
81. Evidence from books, wall-displays and schemes of work suggests that the pupils experience an appropriate range of **design and technology** activities. For example, pupils in Year 2 design and make puppets and pupils in Years 3 and 4 design chairs. Pupils are encouraged to evaluate their work, and links to art and design are made. Teachers' planning is based on national guidance that ensures pupils' learning is progressive as they move through the school. This is an improvement since the last inspection. Systematic monitoring of the subject has not been completed. As a result that the subject leader has a limited knowledge of the quality of teaching and standards in the subject throughout the school. Assessment in design and technology is informal.
82. Planning for **art and design** has improved. Teachers' use national guidance to ensure that pupils experience an appropriate range of activities. Pupils work with a variety of media and study the work of a range of artists. Information and communication technology is used to support pupils' knowledge and understanding in art and design, and to make links to other subjects. For example, Year 2 pupils design Joseph's "coat of many colours" in support of their work in religious education. Pupils in Years 3 and 4 demonstrate their ability to use their imagination when making collages based on reflections. Assessment procedures are unstructured. The subject leader has had little opportunity to monitor standards and the quality of teaching across the school.
83. The comprehensive scheme of work in **music** ensures teaching supports progressive learning in. Assessment procedures are informal. Pupils become confident composers and performers. For example, pupils in Years 5 and 6 co-operate well to produce a composition depicting the journey of a river. Recordings of pupils' work in music indicate that they enjoy the subject. There is a good range of extra-curricular activities to support and extend pupils' enjoyment of music, including the opportunity to learn to play instruments. The subject leader is able to support teachers through providing training but has had little opportunity to monitor the quality of teaching and standards in the subject.
84. Planning for **physical education** has improved since the last inspection. The subject leader is knowledgeable and is working productively with other schools in response to a national initiative to improve teaching and provision in physical education. The production of high quality lesson plans for all aspects of physical education is supporting all teachers in their work. Assessment procedures are currently informal. Pupils in Years 3 to 6 benefit from the expertise of professional coaches in team games such as football, basketball and hockey. This work is succeeding in raising the profile of sport in the school. Pupils' involvement and standards are improving. In the dance lesson observed during the inspection, pupils in Years 3 and 4 demonstrated their ability to devise and perform a dance in response to music and poetry. They were able to improve their performance in response to evaluations made by their teacher and classmates. Resources are satisfactory. However, facilities for sport outside are unsatisfactory as the playground is small and the school field is unusable for much of the year as it is frequently waterlogged.

PERSONAL, SOCIAL AND HEALTH EDUCATION

85. Insufficient evidence was gathered to enable an overall judgement on provision to be made about this aspect of the school's work. However, the school sees pupils' personal development to be an important aspect of its work. Dedicated lessons are provided, and the productive and supportive relationships within the school make a positive contribution to pupils' learning. Pupils develop sensitivity and empathy towards each other and the wider world, as was demonstrated in the discussions that took place in religious education lessons. Whole-

school themes such as “respect for all” are used to focus pupils’ thinking and contribute well to the school’s overall provision for pupils’ care, welfare and support.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
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	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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