

INSPECTION REPORT

PRIORY ROMAN CATHOLIC PRIMARY SCHOOL

Torquay

LEA area: Torbay

Unique reference number: 113474

Headteacher: Mrs Elizabeth Williams

Lead inspector: David Morgan

Dates of inspection: 7 – 9 June 2004

Inspection number: 257238

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	190
School address:	St Catherine's Road St Marychurch Torquay Devon
Postcode:	TQ1 4NZ
Telephone number:	01803 328480
Fax number:	01803 326369
Appropriate authority:	The governing body
Name of chair of governors:	Mr Michael Cronin
Date of previous inspection:	27 April 1998

CHARACTERISTICS OF THE SCHOOL

The school, originally a private house and later the Convent High School, is largely Victorian with a modern extension. The school is in a secluded part of Torquay and on the side of a hill. The grounds are terraced on several levels and include a field (jointly used with another school), a walled garden, and a number of smaller areas enclosed by mature trees.

This is an average-sized primary school. The 190 pupils on roll are drawn from a wide area and a variety of backgrounds. Approximately 80 per cent of the pupils of this denominational school come from Catholic families. Although all the year cohorts vary considerably, the pupils' attainment on entry is a little below the national average. The number of pupils known to be receiving free school meals is broadly in line with the national average, at 21 per cent, and the number of pupils identified as having special educational needs is broadly average, with one child having a statement. Most of these pupils have specific learning difficulties or communication problems, and a small group have emotional and behavioural problems. None of the 12 non-White British pupils have English as an additional language, which is lower than average. The mobility of pupils is very high with 55 per cent of pupils who were Year 6 in 2003 having come from other areas.

The headteacher, and most of the governors have been appointed within the last four terms. The school has recently received the Healthy School Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20244	David Morgan	Lead inspector	English as an additional language Mathematics Art and design Design and technology Music Physical education
32670	Graham Saltmarsh	Lay inspector	
8602	Pat Baldry	Team inspector	Foundation Stage English
29378	Kenneth Watson	Team inspector	Special educational needs Science Information and communication technology Geography History

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school reflected in the rising standards, the pupils' good achievement, the effectiveness of the new leadership and governance, the very good links with parents, the community and local colleges, and the caring family ethos. The very high mobility of pupils has been a barrier to raising standards, but the commitment of the teachers and teaching assistants is a major aid to the school's continuing improvement. The school provides good value for money.

The school's main strengths and weaknesses are:

- The new headteacher has set clear priorities for action and has had a positive impact on standards and staff morale
- The governors, most of whom are newly appointed, are supporting and challenging the school effectively
- The school staff have a very caring attitude to pupils and successfully promote a family atmosphere
- The school has established very good relationships with parents, who support the school well, the local community and neighbouring schools
- The staff are committed to improvement and work well as a team
- Standards in the core subjects in Years 3 to 6, particularly mathematics, have been low, but have substantially improved lately
- The school does not have an adequate library
- Although the role of the subject co-ordinators has been an improving one, it remains under-developed

Since the last inspection, in April 1998, the intake of pupils has changed significantly in terms of attainment, and so comparisons are limited. However, there has been considerable improvement in:

- The effectiveness of the leadership, management and governance of the school
- The very good management of the pupils and their resulting very good behaviour
- The provision and effectiveness of information and communication technology (ICT) and its impact on pupils' learning
- The teaching of mathematics and the new emphasis on developing thinking skills

STANDARDS ACHIEVED

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

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

Similar schools are those whose pupils have about the same percentage of free school meals. Cohort sizes are small, and the variation in attainment between each year group is sometimes considerable. Pupil mobility is high and many of the pupils taking the national tests in Year 6 in 2003 had joined the school from other areas. The inspection showed standards currently to be considerably higher than indicated by the results of the national tests for 2003.

Pupils' standards of attainment are rising and **all pupils achieve well** in relation to their starting point.

Children enter the school with standards a little lower than average, particularly in their personal and social development. As a result of the good teaching most reach the goals expected of them by the end of their reception year. By the end of Year 2, pupils' standards in reading, writing and mathematics are above average and, by the end of Year 6, pupils are reaching standards above average in English and broadly average in mathematics and science. Pupils with special educational needs achieve well as a result of the very good provision for them.

Pupils' personal qualities are very good and their spiritual, moral social and cultural development is also very good. They have very good attitudes to work and to one another and their behaviour is very good. This is a considerable improvement since the last inspection report. Attendance is now satisfactory and is improving.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good, overall, and no unsatisfactory teaching was seen. The commitment, subject knowledge and careful provision for pupils of all abilities lead to effective learning and good achievement by all pupils. Pupils' progress is tracked carefully and the information gained from assessment is used to guide future planning.

The school provides a rich curriculum and makes particularly good provision for more able pupils. It is a very caring school and the welfare of the pupils underpins its whole philosophy and purpose. The school keeps parents very well informed about school life and the progress of their children. Its work within the community is mutually beneficial and its links with local schools enrich the curriculum and help the pupils to transfer successfully to their next school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good, overall. The new headteacher has had a positive impact on the school and, through setting very appropriate priorities, has brought about many significant improvements, including raising standards, improving the team spirit within the school and the behaviour of the pupils. The headteacher is ably supported by the deputy headteacher and the senior management team, but the role of the subject co-ordinators is not fully developed. The governing body is taking an increasingly pro-active interest in the school. It ensures that all mandatory requirements have been complied with and keep an effective oversight of the school's planning and financial management.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents consider the school to be very good, and praise the family atmosphere and the caring attitude of all the staff. The pupils are very pleased with their school and regard it as very friendly.

IMPROVEMENTS NEEDED

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

- Continue to raise standards in mathematics, science, ICT and writing, particularly in Years 3 to 6
- Explore ways to provide an adequate library with the appropriate authority
- Further develop the role of subject co-ordinators

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are rising and pupils' achievements are improving. More able pupils, and those with special educational needs, are achieving well throughout the school.

Main strengths and weaknesses

- The recent achievement of current Year 6 pupils is good
- The standards of reading and spelling throughout the school are good
- Pupils with special educational needs are achieving well
- Reception children achieve well in literacy and numeracy
- Although the standards in mathematics in Years 3 to 6 have improved, this is an area for further development.

Commentary

1. Attainment on entry varies from year to year and, because of this, there are significant differences in the standards achieved by each cohort of pupils. Nearly one tenth of pupils join or leave the school midway through their primary education. In the Year 6 cohort of pupils in 2003 over one third joined during their junior years. The majority of these pupils had standards below those expected for their age group.

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

Standards in:	School results	National results
reading	16.1 (18.0)	15.7 (15.8)
writing	15.9 (16.4)	14.6 (14.4)
mathematics	16.4 (20.4)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	26.1 (26.8)	26.8 (27.0)
mathematics	24.6 (26.1)	26.8 (26.7)
science	27.0 (28.1)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

2. Generally, on entry, the attainment of most children is slightly below average, particularly in relation to personal and social development. At the time of the last inspection, attainment on entry was judged as broadly average. Standards in reception are average and children reach the expected goals by the end of the Foundation Stage. Children achieve well in their basic literacy and numeracy skills because of good teaching. They make good progress in personal and social development. The majority of children are on track to reach the nationally expected goals by the end of the Foundation Stage. The transition from Year R to Year 1 is very effective and pupils make good progress.

3. In the 2003 national tests, at the end of Year 2, standards were in line with the national average in reading and mathematics and above average in writing and science. The achievement of pupils by the time they are seven, including those with special educational needs and more able pupils, is good. Standards in the present Year 2 are above average in all the core subjects of English, mathematics, science and information and communication technology (ICT).
4. At the end of Year 6, in the 2003 national tests, standards were below the national average in English and well below in maths and science. Over time, the achievements of junior pupils were satisfactory. From Year 3 to Year 6 pupils' achievement has been satisfactory. In the present Year 6 class, standards are above average in English and similar to those expected nationally in science mathematics and ICT. This represents an improvement in standards and in pupils' progress, which is now judged to be good.
5. In the last few years, the results of the National Curriculum tests at the end of Year 2 for reading, writing and mathematics have fluctuated in line with children's varying attainment on entry. Generally, test results have been above average, particularly in writing. Evidence suggests that the pattern of low class numbers in infant classes has helped pupils to achieve and make good progress. At the end of Year 6, results over the last few years in the national tests have been average in English and well below average in mathematics and science. Inspection evidence supports the view that several factors have had a negative impact on overall achievement in junior classes and on standards at the end of Year 6. These are, the level of pupil mobility in the junior classes, the higher than average number of pupils with special educational needs in some year groups, the high mobility of pupils and long-term staff absences, due to illness. Staffing is now stable, which has contributed to the improving standards.
6. The very effective leadership of the school, and the establishment of a permanent teaching team who have a commitment to raising standards, have improved the achievement of junior pupils. Senior managers have been rigorous in analysing standards and taking effective action to address areas of weakness in teaching and learning. The impact can be seen in the recent rise in the achievement of the current Year 6 pupils, and in the consistent teaching approaches used across the school. More able pupils, and those with special educational needs, are achieving well. There are signs of a substantial rise in standards at the end of Year 6, with statutory targets likely to be met or exceeded.
7. The work seen during the inspection supports the view that overall achievement in the core subjects of English, mathematics, science and ICT is now good across the school for all groups of pupils. This is the result of good teaching and the appropriate targeting of the previous underachievement in junior classes. Pupils with special educational needs achieve well in relation to their prior attainment and make good progress throughout the school. This is because their needs are identified early and because well-structured programmes of work are put in place to meet those needs.

Pupils' attitudes, values and other personal qualities

This aspect is a very positive feature of the school. Pupils' attitudes to their school, and their relationships with one another and adults are very good. This is underpinned by very good behaviour in class and around the school. The provision for spiritual, moral social and cultural development of the pupils is also very good. Pupils' attendance is now satisfactory and improving.

Main strengths and weaknesses

- Pupils' very good behaviour results from the high expectations and positive behaviour management of the teachers
- Pupils are fully engaged with every aspect of their life in school

- The school's promotion of self-awareness and spiritual knowledge is very good
- The school is successfully working to improve attendance and punctuality

Commentary

- Standards in this area of school life have improved since the last inspection. Pupils' attitudes regarding every aspect of their life at school are very good. They constantly show thoughtfulness and concern for one another. They respond well to the school's expectations as to how they should behave and, as a consequence, behaviour in and around the school is very good. Any occasional lapses or challenges are very well managed by the staff, with a minimum of fuss. The pupils clearly respect and appreciate this. Pupils with special educational needs have very positive attitudes to their learning. This is because they have very good relationships with their teachers and teaching assistants, and because of the success they often enjoy by meeting appropriate and achievable targets.
- The school is free from all forms of oppressive behaviour. Breaks are safe and interesting for the pupils, who play in a friendly and calm fashion. They clearly trust all the adults and know what to do and who to turn to if they feel they are in any difficulty. They are willing to take initiatives or make decisions for themselves but they always know that they have many caring and thoughtful adults in the background to support, direct and guide them. No pupils have been excluded during the past year.
- Parents told the inspectors how much their children enjoy being at this school. It is clear, too, from discussion with pupils that they are excited about life in school; a number were delighted with the way they could express themselves through art and music. Pupils are keen to do well, but are not overtly competitive. They choose instead to help and support each other, often working closely in pairs or small groups.
- The provision for pupils' spiritual development is a major feature of school life and fully embedded in its work. The communal acts of worship reflect a deep sincerity and the desire to fully embrace the pupils in meaningful experiences, and are thoughtfully planned to ensure their effective spiritual development. A feature of the assemblies is the inspiring and high quality singing led by several musical members of staff, which helps to create an air of unity and calm in which everyone is valued and cared for. Pupils soon learn that life has many special qualities for them to experience, that can build into real spiritual awareness.
- As a result of the school's strong provision for their moral and social development pupils grow in confidence and maturity. The consistent expectations and promotion of good behaviour help to achieve a secure understanding of right and wrong. Teachers and other adults set good role models. They treat the pupils and one another with respect and courtesy. Through a simple yet highly effective reward system, good work and behaviour are acknowledged and celebrated. Pupils respect their elected school council, which is both serious and enthusiastic about its responsibilities. The school council has taken a significant role in recently redesigning the school's logo.
- Pupils' cultural development is advanced. There are many opportunities to help them to understand that we live in a diverse and multicultural society. By studying artists from western and other cultures pupils learn to understand other societies, their beliefs and life styles. Through religious education they not only learn of the Christian traditions but also of the values and faiths of other people. Art, music, history and geography lessons are used to help pupils understand the importance of other religions and festivals. Assemblies are used effectively to help pupils learn about the responsibilities of living in a community and to honour their own traditions whilst respecting and understanding the culture and beliefs of others.
- As a result of the high mobility of some families who work in the holiday industry, and other social factors, levels of attendance and punctuality have fallen since the last inspection. The new headteacher has made attendance and punctuality a priority and the school is actively supporting those families whose children have difficulty in attending school or who experience

problems with punctuality. Working closely with the education welfare officer the school monitors attendance conscientiously, making first day calls to parents who do not inform the school of their child's absence. As a consequence, attendance and punctuality are now satisfactory and improving. All parents are discouraged from taking their children on holiday during term-time.

Attendance

Attendance in the latest complete reporting year 2002 - 2003

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.8
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good, as reflected in the good teaching, the effective assessment procedures and the well-planned and rich curriculum. This results in effective learning and good achievement by all pupils.

Teaching and learning

The quality of teaching is good, which leads to good learning, overall.

Main strengths and weaknesses

- All staff are committed to raising standards and work well as a team
- Staff have very good relationships with pupils and manage their behaviour effectively
- Staff plan well for pupils of all abilities
- Good pupil assessment and tracking procedures are being developed
- There is a lack of consistency in teachers' expectations of how pupils present their work
- Whole-class introductions to lessons are sometimes too long

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	9	8	8	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

15. The quality of teaching is good, overall, and no unsatisfactory teaching was seen.
16. All staff are conscientious, plan and prepare well and are committed to raising standards. Teaching assistants and other support staff give good support, particularly to less able pupils, who make good progress as a result. Occasionally, teaching assistants are not given a productive role during class teaching times. All staff support each other well and work well as a team. They are well supported by the headteacher and other senior staff.

17. Teachers' planning is good and provides well for the needs of pupils of all abilities. Tasks are well matched to pupils' abilities and are appropriately challenging. The introductions to lessons sometimes take too long and thus too little time is left for the teaching of particular ability groups. This can lead to poor attention by some pupils and less progress as a result. In general, however, teachers engage pupils' attention well, regularly challenging them at an appropriate level to maintain their interest. Most pupils remain on task throughout lessons and make good progress as a result. A feature of their learning is the benefit they receive from collaborative work, particularly when working in pairs, when they demonstrate sensible attitudes to each other and their work.
18. Teachers have very good relationships with the pupils and manage their behaviour well. This minimises time wasting and maximises productive learning. Teachers have very good subject knowledge and readily share their expertise with each other. Lessons progress in logical steps and teachers use effective methodology. The best learning occurs when pupils are given practical activities to consolidate their learning, particularly in relatively abstract areas of learning such as mathematics.
19. Most teachers use interactive whiteboards effectively to add interest and efficiency to their teaching and motivation to pupils' learning. Generally, lessons are well resourced and ICT supports pupils' learning well.
20. The school is devising a useful and manageable system of assessing pupils' work, and for tracking their progress through the school. Although in embryonic form, it is already becoming effective in providing data to teachers to help them set targets and to guide their future planning. Teachers analyse the national test results for their pupils and keep weekly records of the pupils' achievement in English, mathematics and science. As a result, they know which topics require further teaching and which pupils need additional support in order to reach their potential. Co-ordinators for the other subjects are identifying ways of assessing how well pupils have learned key skills.

The curriculum

The breadth of curriculum the school provides is good as are the enrichment opportunities.

Main strengths and weaknesses

- The curriculum for the most able is a strength
- Pupils are well prepared for their next stage of education
- The provision for pupils with SEN is very good
- The personal, social and health education of pupils is very well provided for
- The library is inadequate

Commentary

21. The school provides a carefully planned and rich curriculum that is appropriate for all pupils and meets all statutory requirements. The provision for the most able is a strength and includes a very good range of workshop and holiday opportunities outside normal school times. Centres of excellence have been established by the local education authority, such as Torbay United football club, and the local secondary schools provide valuable expertise and resources. Particular opportunities include: a summer school for sport, modern foreign language teaching, a three-day residential school for art, and athletics, tennis and dance coaching. Many of these opportunities are available to all pupils, and the school eagerly takes up these opportunities, especially for the more able pupils.
22. The school uses its strong links with the local secondary schools to provide very good induction arrangements for the effective transfer of older pupils.

23. The provision for pupils with special educational needs is very good. With help from the co-ordinator, teachers write very good individual and group education plans that focus on short-term, achievable targets. Pupils and parents are fully involved at all stages and there is regular and effective monitoring and review. Teachers are aware of the importance of giving special needs pupils access to the full curriculum, even where they are withdrawn for extra support.
24. The school's provision for personal, social, health and citizenship education is firmly embedded in the curriculum and contributes well to the principles and caring attitude of the school. It includes appropriate attention to sex, alcohol and drugs education. Pupils are expected to become caring and responsible members of society and the staff provide excellent role models.
25. The school provides good enrichment opportunities through its breakfast club, after-school club and good sporting and music provision. Pupils take part in a wide range of sporting activities and have the chance to learn musical instruments such as violin, guitar and keyboard. In recent years the school has arranged for a number of workshops that celebrate the arts of other cultures.
26. The number of teachers and teaching assistants is sufficient for the needs of the whole curriculum and include staff with a wide range of skills. This is particularly evident in music, which has resulted in a very high standard of singing in the school.
27. The accommodation offered by the school is cramped, but has many useful corners and small areas for group teaching, which the school has made very good use of. However, there is no room currently available for a central library or information and communication technology suite. The current arrangements mean that pupils do not have easy access to a wide range of books to enhance their learning.
28. The resources are generally adequate, with particularly interesting and varied outdoor facilities. The school grounds are terraced on several levels and include a field (jointly used with another school), a walled garden, and a number of smaller areas enclosed by mature trees. This provision offers a good range of environmental opportunities and plenty of opportunities for small groups to find quiet areas if they wish.
29. As part of its current improvement plans, the school is reviewing its curriculum to ensure that it meets the objectives in the DfES document, 'Excellence and Enjoyment.'

Care, guidance and support

The school offers its pupils very good care and guidance in a safe and supportive environment. Pupils know that they are important and matter as individuals within the school community.

Main strengths and weaknesses

- The school's reputation as a safe and caring place is well justified

Commentary

30. The high standards of care provided by the school have improved further since the last inspection. Pupils are provided with a very caring and supportive environment. All staff know their pupils very well; in turn, the pupils know that they are important and matter as individuals within the school community. Assessment is consistent: teachers plan work to meet the needs of their class and pupils demonstrate the capacity to work independently.
31. The school's support for personal development, relationships and achievement is very good. There is a strong and ever-present sense of community within the school. Within this environment pupils are encouraged to develop confidence and self-esteem and to reach their

potential. Older pupils are encouraged to take care of and responsibility for younger ones and this was apparent on a number of occasions during the inspection.

32. During the inspection, pupils confirmed that they felt that there was always an adult to whom they could turn if they were worried about anything at school. They know that any oppressive conduct or bullying will not be tolerated and there was little evidence that any occurred. Pupils love this school and are very proud of it; they demonstrated a sense of belonging to a community in which they aspired to be full participants in all that it had to offer them.
33. Induction procedures are comprehensive and reassuring for both parents and children. The Foundation Stage team visit local playgroups and meet children who will transfer to the school. The process commences in June with a meeting with new parents, which enables them to meet the staff and familiarise themselves with the school. This is subsequently followed by half-day visits to the school by the children. Pupils entering the school at other times are equally well cared for. Parents and carers are actively encouraged to participate in the process and the school welcomes the opportunity to discuss and resolve any problems.
34. Child protection procedures are comprehensive and effective. There is a proactive emphasis on whole-school involvement in every aspect of child care and protection. The school has good links with other agencies and is ready to work closely with them when matters of concern arise.
35. Staff are particularly vigilant to ensure that children in the Foundation Stage, along with the other pupils in the school, are carefully supervised and safe at all times. Attention is paid to the health needs of individual pupils and there is a heightened awareness and understanding of healthy living and personal safety. Thorough maintenance ensures that the building and school equipment are safe. Accidents are rare and any problems relating to safety in the school are addressed promptly.
36. Class teachers keep detailed records of pupils' personal development and academic progress. They ensure that any pupil whose progress may not be sufficient is identified, and additional support given.

Partnership with parents, other schools and the community

Links with parents and the local community are very good. Parents appreciate the accessibility of the staff in the school and the quality of information that the school provides.

Main strengths and weaknesses

- Through its close parish links the school is a strong contributor to local community life
- The school provides good quality support to pupils and their families
- An active parents association reinforces community ties and provides additional resources for the school

Commentary

37. Parents are very satisfied with the school. Those who attended the meeting before the inspection were very supportive, and this was confirmed by conversations with many parents during the inspection. They have confidence in the staff and believe the teaching to be good. They are appreciative of the support the school gives to them as well as to their children. Staff work very hard to engage parents in the life of the school and in supporting their children's learning. Some parents are actively involved in helping the school, on visits and various school functions and activities.
38. The school's close relationship with the church has created a working partnership, which enriches the curriculum and benefits the wider community. Examples include regular visits to the parish church for worship with the neighbourhood congregation, a parish half-term club, visits to local places of interest, coastal walks and other sports and social links.

39. The school has an open-door policy for parents to discuss any matters of concern. During the inspection most parents expressed satisfaction as to how well they were kept informed about school life in general and their children in particular. The prospectus and governors' annual report are well presented and contain helpful and relevant information. A particularly good feature is the weekly newsletter sent out by the headteacher, which keeps parents well informed of current and future events and class activities. Annual reports to parents are good. They are clearly set out, detailed, yet easy to understand. Teachers use dedicated software to ensure consistency of content and layout. There is, as yet, no opportunity for pupils or parents to add their comments on the reports.
40. The school actively supports those parents who have problems or difficulties that may have an impact on the care or education of their children, through close work with a number of local care agencies. Working with parents and carers, staff are able to identify times when extra support and help may be needed, either on an advisory or more practical basis. The resources of the church are also available to the school in reinforcing any pastoral assistance that can be offered.
41. There is a well-supported parents' and friends' association, which has assumed an ongoing role to enhance resources and to promote the whole-school community. A wide range of fund-raising initiatives and social events involve a willing local neighbourhood in supporting the school.
42. There are strong and productive links with the main secondary school receiving most of this school's pupils. Secondary teachers visit the school prior to transfer and give sample lessons; this is reassuring for both pupils and parents. Additionally, these teachers visit the school as part of a cluster of primary schools to help raise standards in mathematics, English and science.
43. The school is an active participant in the Torbay Sports Partnership, an inter-school programme co-ordinated from a local community and sports college. Included in the programme are coaching, teacher training and sharing sports expertise. This is an inclusive programme for all pupils, irrespective of age or ability, and results in inter-school events that not only enhance attitudes towards sport and a healthy life style but also greatly reinforce school and college links in the area.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are good.

Main strengths and weaknesses

- The headteacher gives very good leadership
- She is ably supported by the deputy head and senior staff
- Performance data is monitored effectively and well used to set priorities for improvement
- Governors know the school well and take an active part in planning for future development
- The role of subject co-ordinators is underdeveloped

Commentary

44. The new headteacher has a clear and realistic vision for school improvement. She has set out clear priorities for improving teaching, raising standards of behaviour and establishing and maintaining a partnership of learning with pupils and parents. She has had a very positive impact on the school so far.
45. In the recent past the school has found it difficult to recruit and retain high quality permanent staff, but there is now a core group of experienced, talented and committed teachers, who work well together as a team. The newly formed senior management team is becoming

increasingly effective in promoting school improvement, and subject leaders in English, mathematics, science and ICT work closely with the headteacher, monitoring their subjects and offering support and training to teachers where necessary. The subject co-ordinators have a developing responsibility but, as yet, do not take a major role in the improvement of teaching in their subjects as a result of lesson observations.

46. The principle of continuous self-evaluation is now well established. The headteacher and deputy regularly monitor teaching and learning in the classroom, and link the findings to priorities identified in the school improvement plan. This is successful in motivating teachers and teaching assistants, who are becoming increasingly confident in their roles. The next step is for subject leaders to play a greater part in this process.
47. The school systematically analyses data from national and other tests to identify strengths and weaknesses, and uses this information to feed into subject action plans and the school improvement plan. A tracking system for achievement in English and mathematics is in place for all pupils, and systems, including pupil self-evaluation, are being developed in other subjects.
48. The information gathered is used very effectively to identify gifted and talented pupils and those with special needs. The headteacher has recently taken over as special educational needs co-ordinator and has shown very good leadership and management in this role. She has been very successful in establishing a process that is geared to the particular needs of each pupil and involves parents, teachers, teaching assistants and, where necessary, support agencies in a continual process of monitoring and review.
49. The governing body has been strengthened by a number of new appointments, including a new chairman in December 2003. A new structure, giving more responsibility to the two main committees, has been successful in making the governing body more responsive to the needs of the school. For example, working closely with the headteacher, the finance committee has succeeded in reducing a large budget deficit to manageable proportions. Governors know the school well, are enthusiastic and give practical support wherever possible. They are developing a long-term strategic plan that is closely linked to the school improvement plan and focuses on raising standards of achievement.
50. The governors and headteacher ensure that the budget is used to meet clear educational priorities and that procedures are followed to obtain best value whenever possible.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	526,899
Total expenditure	527,687
Expenditure per pupil	2,734

Balances (£)	
Balance from previous year	- 4,007
Balance carried forward to the next	- 2,717

51. The present senior managers and governors of the school inherited a deficit budget, which has restricted the purchase of new resources this year. They have done well to considerably reduce it this year and plan to remove the remainder of the deficit in the next financial year.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage, in the majority of the areas of learning, is good. Provision for knowledge and understanding of the world and creative development is satisfactory.

On entry to school into the reception class, the attainment of most children is generally below average, particularly in relation to personal and social development. Some children start school with attainment above average. Overall, achievement at the end of the Foundation Stage is good, particularly in basic literacy and numeracy skills, which are well taught. The progress of children is very carefully tracked in each area of learning, and summarised in individual 'All About Me' profiles. This information is used to inform the teaching programme. The majority of pupils, some from a low starting point, attain the goals that they are expected to reach in all areas of learning because of the overall good quality of teaching and learning. Children of all abilities and backgrounds make good progress in their academic and personal development. The teaching assistant supports children's learning well. The arrangements for transferring children into Year 1 are very good, so that there is continuity in children's learning. The last inspection identified a weakness in provision for children's physical development. This was the result of the lack of large apparatus and has since been addressed. Comparisons with attainment at the last inspection will not be made as judgements in the last report were made for children when they reached the age of five, rather than at the end of the reception year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children have good attitudes and are motivated to learn
- Children's behaviour is very good
- Children develop confidence and form good relationships with one another and with adults
- Adults do not interact sufficiently with the children

Commentary

52. From a below average starting point, children achieve well in personal, social and emotional development because of good provision. Induction arrangements are very good and this helps children settle into school quickly. Classroom management is good and children feel very secure with familiar classroom routines. Adults know the children very well and provide a welcoming environment where children feel they belong. As a result, children form good relationships with adults and one another. Children can work as part of a group, take turns and share equipment fairly. They enjoy a range of activities that they find stimulating. Children are well-behaved and can concentrate for sustained periods because they are interested in what they are doing. Children's achievement in teacher-led activities is higher than in child-led activities. This is because there is less teacher interaction of quality in child-led play. A good start has been made and child-led activities are planned systematically. Children use the 'choice board' to select activities that they want to do and most children sustain concentration in their selected tasks. Adults talk with the children as they play, using relevant vocabulary. They observe their actions and responses as they play. There are fewer examples of adults actively following child-led activities and interacting with children to extend their learning through play - for example, by adults 'thinking aloud' to model effective approaches in play activities to develop children's skills for sustained independent learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's achievement in reading and writing is good
- Children enjoy stories and books
- Children listen attentively and respond well to what they have heard

Commentary

53. Teaching is good. This has a positive impact on children's achievements in communication, language and literacy. Children have a sound knowledge of familiar stories. There are regular whole-class and group-guided reading sessions that develop children's confidence and enjoyment in books as well as increasing their sight vocabulary. Children show active listening skills. For example, children confidently joined in familiar parts of the story of 'The Rainbow Fish'. Some children used stick puppets to accompany the teacher's lively and enthusiastic reading of the text. Attention is given to developing children's phonic skills. Children have good knowledge of individual letters and sounds and are learning to blend three- and four-letter words. More able children can write as well as read these words. Children of all abilities are making good progress in forming letters and writing their names. Some more able children are writing simple sentences and using word books to find the words that they want to spell.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**

Main strengths and weaknesses

- Children's achievement in number is good
- Good use of open and closed questions challenges children so that they achieve to their capabilities

Commentary

54. Good teaching has a positive impact on children's achievements in mathematics.

55. Children achieve well in using mathematical vocabulary because of the teaching staff's use of appropriate terminology during activities. Active approaches which physically involve children are used so that their interest is maintained and they make good progress. For example, children ordered numbers up to 19 on a 'washing line', with less able pupils achieving this with support. A more able child gave a good explanation of what was meant by 'ordering numbers' and received positive feedback from the teacher, which added to the child's self-esteem. Questions were used well by teaching staff to check children's understanding and to challenge their thinking so that children explained where they were putting their numbers on the 'line' and children of all abilities achieved well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**

Main strengths and weaknesses

- Information technology is used well to support children's learning
- Directed learning within focused teaching activities is good.

- There are insufficient opportunities for children for problem-solving and experimentation through child-initiated play activities in the indoor and outdoor areas

Commentary

56. Teaching is satisfactory and children make sound progress, overall, in knowledge and understanding of the world. Children's achievement in teacher-led activities is good. They have regular access to programmable toys and can select buttons on the Ladybird and set instructions so that it reaches the other side. Children are learning how to use the icons on the SMART board as part of their work in numeracy and use a paint program to draw symmetrical butterflies. Children learn from first-hand experience as they plant watercress seeds and talk about their growth. They draw and design a machine from junk materials and construct a bridge from bricks so that Big Billy Goat Gruff can cross the bridge and get to the greener grass. There are, however, few examples of adults offering challenges for teaching and learning experiences in child-initiated activities - for example, by playing alongside children, following their lead and demonstrating through problem-solving and experimentation that trial and error are part of the learning process.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**

Main strengths and weaknesses

- The planned opportunities and access to the outside play area support children's physical development
- Children's fine motor skills are developing well

Commentary

57. Teaching is good for physical development. In structured lessons in the hall, children are taught that their bodies need to be warmed up. They learn to move safely and with control in a large space. As they throw and catch big and small balls, they develop their skills of using hand and eye co-ordination and have a great sense of enjoyment in their physical activities. Children have regular planned opportunities to develop and extend their learning in the outside play area. For example, as part of a numeracy lesson, children developed their fine motor skills and used fishing-lines with magnets to 'fish' for numbers in the pool and attach them in order on a line. Children develop their manipulative skills well and the majority use simple tools, such as scissors, pencils and paint-brushes, with confidence. At the time of the last inspection, it was judged that children's physical development was hindered by the lack of large play equipment. This gap in provision has been addressed.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- The reception classroom is stimulating and promotes creativity
- Children enjoy taking part in role-play but do not have enough support sustaining their imaginative play
- Children have access to resources that support their creative development

Commentary

58. Teaching is satisfactory and children make sound progress, overall, in this area of learning. Displays of children's work and other resources in the classroom provide a stimulating working environment that promotes children's creativity. There are sound opportunities for children to express their ideas through painting, printing, observational drawings and constructing three-dimensional models with junk materials. Children join in simple rhymes and songs as part of their everyday activities. The role-play area is stimulating. As part of their literacy work on 'The Rainbow Fish', the role-play area has been developed to represent the sea, with very good resources for creative play. There are, however, too few examples of adults supporting children's own creative play in the role-play area through giving them the freedom to develop their own ideas and supporting them as they do so. For instance, two boys found it difficult to develop their play and would have achieved more with an adult joining in alongside to show them how their ideas could be developed and sustained.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading and spelling are good
- The quality of teaching and learning is good and helps pupils to achieve well
- The co-ordinator leads the subject well
- Teachers assess pupils' work thoroughly and constructively
- Pupils with special educational needs are achieving well
- The school library is inadequate

Commentary

59. Standards in English are good in Year 2. This is similar to the judgement made in the last inspection. As attainment on entry is now generally below that expected for children when they enter the school, this demonstrates good progress. Standards in English in Year 6 are good. During the last inspection, standards were in line with those expected nationally for reading and writing, except in speaking and listening, where they were judged as good. Pupils' achievement in all areas of English is now good because of consistently good teaching across the school. The impact of the drive for improvement is apparent in the good standards achieved in Year 2 and Year 6 and the good progress pupils are making in infant and junior classes. All pupils, including those with special educational needs and more able pupils, are achieving well.
60. Standards in speaking and listening are good in Year 2. This shows good achievement as standards are generally below average when pupils enter school. Pupils are keen to contribute and are learning to use correct terminology in their discussions. They listen to others and respond appropriately when working in pairs or in the whole class. The use of strategies such as 'talk partners' develops pupils' confidence when speaking to bigger groups. Speaking and listening skills are developed in the junior classes and pupils make sound progress in relation to their capabilities. Pupils give good explanations in more extended class discussions. In Year 3 and Year 4 some pupils do not speak loudly enough for others to hear so there are missed opportunities to build on one another's points in whole-class discussions. In Year 5, pupils are learning the power of selecting words carefully so that they can persuade others around to their point of view. Standards are good in Year 6. The majority of pupils speak confidently in Standard English in class discussions and have a good range of vocabulary. Teaching assistants work well with less confident pupils so that they have opportunities to

develop and rehearse their ideas before sharing them publicly and so their achievement is good.

61. Standards of reading are good throughout the school because reading is well taught. In Year 2, pupils' achievement is good. Phonic skills are developed well and pupils use phonic, context and picture cues to read words that are unfamiliar. They know that information books are organised in a different way from story books. They understand the importance of constructing their own questions when seeking information and how to scan a book to find the answers they are looking for. In Year 3, pupils show enjoyment of stories and have a good knowledge of fiction books by well-known authors. They understand the similarities and differences in characters and settings and are learning to describe themes in different stories. Pupils' achievement in Year 4 is good. In taught group reading sessions, they learn higher-level reading skills and made inferences and deductions from an author's description of what a bully is like. They are challenged by good teaching to think beyond stereotypes through comparing descriptions. Good links are made with moral and social issues. The new interactive whiteboards are used effectively by teachers to motivate pupils and to support the development of their literacy skills. In Year 5, media texts are used well to interest pupils, and achievement is good. Less able pupils make good progress and draw on their own experiences of videos and films to justify their choices for their favourite media techniques. In Year 6, pupils' standards are good and they achieve well because of high teacher expectation and challenging teaching through the use of open-ended questions. They are introduced to a wide range of genres, and opportunities are provided to share and discuss books in class and group activities. The provision for books in classroom collections is sound. The library is inadequate; books are inaccessible to pupils and insufficient in quantity and quality.
62. Standards in writing in Year 2 are good and all pupils are achieving well in relation to their capability because of good teaching. Regular attention is paid to teaching spelling in all classes and this has a positive impact on pupils' achievement. In infant classes, pupils are interested in words and know that words can sound the same and be spelt with different letter patterns. Higher-attaining pupils write confidently and eagerly and produce work of good quality in a short space of time. There is provision for all pupils to write more extended pieces and they make good progress in using punctuation and joining their sentences by using a range of connectives. Presentation is good. Pupils with special educational needs are well supported in their writing tasks by teaching assistants and they make good progress.
63. It has been a school priority to raise standards of writing in junior classes and strategies are succeeding. This is because of the regular assessments made of pupils' writing skills, which have improved teachers' subject knowledge across the school. Teachers are secure about what counts as progress in pupils' writing and what needs to be done to raise achievement and they share this knowledge with their pupils. The focus on teaching spelling continues in junior classes in 'word level' work, which has a positive impact on pupils' achievement. Pupils use spelling logs effectively to build up their own personal word banks. School staff have reviewed planning techniques successfully. Closer links are made between teaching reading and writing and this has raised pupils' achievement. Features of different published text types are taught and explored. Pupils therefore learn to write for different audiences and purposes using the appropriate style. In Year 6, writing is above average and pupils are confident at planning and redrafting their work to improve its quality. They also review their work and identify what they need to work on over the next few weeks to raise their achievements.
64. The improvements which have taken place in provision for English in the junior classes reflect good leadership. The subject leader has good knowledge and understanding of his subject and has worked well with senior managers to identify priorities that will raise pupils' achievement. A major impact has been made on achievement by the good assessment systems that have been put in place. The subject leader has a good overview of standards and pupils' attitudes to literacy. He has achieved this through monitoring work, talking to pupils and analysing performance data.

Language and literacy across the curriculum

65. The development of language and literacy across the curriculum is satisfactory and has been identified by the school as a priority for improvement. Pupils develop their information skills in other subjects through carrying out searches on the Internet as well as using their knowledge of skimming and scanning texts during research tasks. The presentation of written work seen in pupils' exercise books for foundation subjects, is no better than sound, because standards of presentation in junior classes are inconsistent.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The co-ordinator's understanding of and enthusiasm for the subject are resulting in rising standards at Key Stage 2 in particular
- The increasing use of problem-solving to develop pupils' mathematical thinking is very successful
- Teachers have high expectations of pupils' achievement, which results in effective learning
- The time taken for class teaching leaves insufficient time for targeted group teaching
- Most teachers are using interactive whiteboards effectively and this results in good learning
- The appropriate use of mathematical language is a feature of the good teaching

Commentary

66. Pupils' standard of attainment in Year 2 is above the national average, and broadly average in Year 6, although the most able pupils are attaining very high standards. After a difficult period, the now stable staffing is raising standards effectively, particularly at Key Stage 2. Although the ability of successive cohorts varies considerably, and the school suffers from a high level of pupil mobility, it is evident that pupils' achievement in mathematics is good through Key Stage 1 and, although satisfactory over time at Key Stage 2, has been good of late. The school's efforts to raise the standard of mathematics in line with English are being successful, and it is well placed to achieve this objective. There is no consistent pattern to the variation in achievement of boys and girls from year to year, and differences appear to stem from individuals within the cohort rather than from a particular trend. Pupils with special educational needs are very well supported and achieve well. As pupils are now achieving well, this represents an improvement since the last inspection.
67. The quality of teaching is good, overall; lessons are well planned for individual needs, they are well-structured, and new ideas are presented in progressive and logical steps. Teachers are confidently using the three-part lesson structure recommended by the National Numeracy Strategy, with lively and challenging mental warm-up sessions, and plenaries, which are used to extend pupils' knowledge and understanding as well as to reinforce what has been learnt. However, the introductory class teaching time is sometimes too long, resulting in less time for the teaching of particular ability groups. The support of less able groups by the teaching assistants is very effective and enables these pupils to achieve well.
68. Teachers have high expectations as to what their pupils can achieve, and lessons are often conducted at a lively pace and with very challenging questions and tasks. This ensures that pupils of all abilities are learning effectively. A feature of the good teaching is the careful and consistent use of mathematical language, which gives the pupils a secure basis on which to improve their understanding of difficult concepts. Lessons that give pupils the opportunity to consolidate their understanding with practical tasks are particularly effective. In one Year 2 lesson, a very challenging oral session was followed by a practical session in which pupils were given particular tasks appropriate to their ability. This gave them the time and

experiences to increase their understanding of basic concepts related to two-dimensional and three-dimensional shapes. Some pupils showed good use of language use with responses such as, "That is a square-based pyramid and has four triangular faces."

69. A particularly effective practice, which was seen with a more able Year 5 group, is the systematic way that the pupils are enabled to develop strategies for problem-solving; these lead in turn to the development of sound mathematical thinking, which will underpin their whole learning of mathematics. This lesson also showed the great benefit that the pupils derive from solving problems collaboratively, and their willingness to do so.
70. All teachers have good behaviour management strategies, resulting in good behaviour from most pupils, which in turn makes lessons very productive, with little time lost. The use of interactive whiteboards is particularly effective in increasing pupils' motivation and concentration, and in enabling electronic demonstrations of mathematical ideas, which would otherwise be difficult to replicate. Most teachers have integrated these devices into their teaching discreetly, without losing the intimacy and effectiveness of their teaching style.
71. The new co-ordinator for mathematics has set clear priorities for staff development and has a very thorough understanding of how the teaching is to be developed in order to continue to raise standards. Her high quality teaching and belief in the importance of developing good mathematical thinking through problem-solving, form an appropriate basis for whole-school improvement.

Mathematics across the curriculum

72. Teachers are very aware of the importance of linking different aspects of the curriculum for their mutual support, and pupils' books revealed the use of mathematics in other subjects, particularly science. However, the use of mathematics across the curriculum is a relatively underdeveloped aspect of the curriculum.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are improving as a result of good teaching
- There is a good emphasis on investigative skills
- The co-ordinator leads the subject well
- The use of ICT supports learning effectively
- Most pupils have good attitudes to science

Commentary

73. Standards in science have varied over the last few years, but have been generally below average, particularly at Key Stage 2. This has been the result of a combination of circumstances, including high pupil mobility, frequent changes of staff and marked variations between different cohorts. In the national tests, taken in 2003, pupils in Year 2 achieved above average results and this is likely to be the case with the present Year 2. Taking into account the below average attainment on entry this represents good achievement. Results for Year 6 pupils were not as good, but the evidence from the inspection suggests that this year's cohort is now reaching standards in line with national expectations. Pupils in all age groups, including the more able and those with special educational needs, are now achieving well.

74. Teaching in all the lessons seen was at least satisfactory and sometimes good or very good. Teachers generally have a good knowledge of the subject, and plan well to ensure that pupils know what is expected of them and how they can improve. All staff are very conscious of the need to develop the skills of scientific enquiry, and try to involve pupils in thinking about and discussing their observations and ideas. In the best lessons, pupils are challenged to explain their thinking using correct scientific language. For instance, in a Year 6 lesson on gravitational attraction, the teacher led a discussion on the conflicting theories of Aristotle and Galileo. Pupils then decided which scientist they thought was correct and discussed how they might go about investigating the two theories. The use of paired and small-group discussion, together with individual whiteboards, ensured that all pupils were fully involved, and the task provided good challenge for more able pupils in the class. In less effective lessons discussions are sometimes too teacher-led and too few pupils get the chance to participate actively. Some then lose interest and learning suffers as a result.
75. Resources are used well and a particular feature is the creative way in which interactive whiteboards are used in almost every lesson. Although some classes have only had the technology in place for a short time, teachers use it confidently as a teaching tool and to actively involve pupils in their own learning. Pupils frequently use the Internet to find information on a variety of science topics, and programs that allow them to move symbols or pictures around the board - for instance, placing a creature in its correct habitat - provide a very effective learning tool.
76. The behaviour of most pupils is very good, and teachers have effective strategies for dealing with the small number of pupils with behavioural problems. Relationships between pupils, and between pupils and staff are very good, and in many lessons teaching assistants give skilled support where it is needed.
77. The co-ordinator provides a good role model with her confidence and expertise and has sound plans to develop the subject further. These include adopting a new science assessment scheme aimed at giving more effective continuity and progression, and using the information to implement science curricular targets across the school. There are also exciting plans to enrich the curriculum by developing further links with local secondary schools and with Exeter University.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are much higher than at the time of the last inspection
- There is strong and effective leadership in the subject
- Good use of new technology in classrooms compensates well for the lack of an ICT suite

Commentary

78. Standards in information and communication technology (ICT) have improved markedly since the last inspection. The school has purchased effective resources, and undertaken a thorough programme of staff training to ensure that teachers have the confidence and skills to deliver the full curriculum. By the end of Year 2, pupils are now achieving standards above national expectations. There have been many problems with the hardware over the last two years, particularly at Key Stage 2, and so pupils at the top end of school still have some catching-up to do. Nevertheless, thanks to good teaching and innovative approaches such as the use of a local residential centre for ICT work, pupils in Year 6 are now reaching standards at least in line with expectations.

79. The school has no space for a proper ICT suite, but has been very imaginative in the way it has compensated for this through the use of such equipment as a multi-media projector, digital cameras, devices for control technology and electronic whiteboards in almost every classroom. A real strength of the school is the way that new technology is used across all subjects and in almost every lesson. The whiteboards in particular are having a positive effect on learning.
80. Only two dedicated ICT lessons, both with the older pupils, were observed, but in these the pupils showed sound understanding and were confident in their use of correct vocabulary. Year 5 pupils learned how devices such as traffic lights can be controlled through programmed instructions, while Year 6 were focusing on the Internet and the vocabulary associated with websites. In both these lessons teachers were clear about the objectives and class management was good, so pupils learned well and stayed on task. Good use was made of the interactive whiteboards, but learning would have been more successful if more computers had been available for 'hands on' use. Nevertheless, teachers were very skilled at making the most of the available resources.
81. Younger pupils were observed in a mathematics lesson, and here they showed good skills in the way that they were able to give instructions to a screen turtle and, subsequently, to a floor robot in order to control its movement. All, including pupils with special educational needs, were actively involved and learning well.
82. Central to the improvement has been the very good leadership of the co-ordinator. She carries out a yearly training and skills audit to ensure that teachers and teaching assistants have the necessary skills. A new scheme of work is in place with clear objectives, assessment and differentiation; and ways of assessing pupils' work, including self-assessment are being further developed. Rigorous monitoring of the subject takes place through the review of planning, work sampling, lesson observations and pupil interviews. She has also produced a comprehensive action plan that is full of good ideas to develop the subject further. Prospects are good for standards to continue to rise, and for information and communication technology to continue to play a central role in the delivery of the curriculum.

Information and communication technology across the curriculum

83. During the inspection, computers were observed in use in such subjects as mathematics, English, science, music and geography, and all teachers, including some with little experience, used the technology effectively to enhance learning. A wide range of software has been purchased to support the curriculum, and this includes programs that are used well to support the learning of pupils with special educational needs.

HUMANITIES

84. In humanities, work was sampled in history and geography; only one geography lesson was seen. It is therefore not possible to form an overall judgement about provision in these subjects. The indication from pupils' work is that standards are broadly average.
85. In **history and geography** it is clear that the curriculum is well organised and pupils are involved in a good range of experiences. Opportunities are taken to use visits to places of interest to enhance learning, and good use is made of the environment - for instance, the local coastal area. Good use is also made of the Internet to gather information, and a start has been made on end-of-unit assessments. The standards of presentation are somewhat variable, and teachers' marking could focus more on areas for improvement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. As only a small sample of lessons was seen in art and design, design and technology, music and physical education, it is not possible to make secure judgements as to the standards pupils reach or the quality of provision made.
87. Although no **art** lessons were seen, the pupils' work displayed around the school showed a good and varied range of art. For example, many of the pastel seascapes based on pictures by John Miller successfully created the intended atmosphere, and the abstract designs based on 'The Clown' by Matisse showed a good understanding of the relationship between colour and mood.
88. Very little evidence of **design and technology** was seen about the school, but a Year 2 display of textile design related to the topic of mini-beasts, featured a wide range of media, including oil pastels, water paints, chalk and water pastels.
89. Although only one **music** lesson was seen, the quality of the pupils' singing was immediately apparent and proved to be a major strength of the school. Whether in the choir, or whole-school acts of worship, the singing was exceptionally clear with good diction, very well in tune, and with a good and appropriate range of expression. Harmony parts blended well and were sustained with confidence. The beauty of the singing substantially enhanced the worship, particularly through the excellent choice of hymns and spiritual songs, which were very appropriate for this age of pupil. The fine example of singing and instrumental accompaniment by several of the staff provided the very best role models and musical exemplars for the pupils to emulate, and inspired some of the older pupils to make solo contributions.
90. In the one **physical education** lesson seen, Year 1 pupils were well prepared in terms of safety and warming-up procedures. The lesson had a fast and challenging pace and took pupils through a progressive sequence of dance tasks, related to the theme of the seaside. By the end of the lesson most pupils succeeded in putting together a sequence of movements and poses, working in pairs, that reflected good collaboration and good attention to the teaching they had received.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

91. The provision for **personal, social, health and citizenship education** is very good and firmly embedded in the whole curriculum. The provision includes a thorough health education programme and considerable emphasis on developing good personal and social qualities, which reflect the ethos and objectives of the school. The school has received the national Healthy School Award.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement**Grade**

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	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	2
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).

