

INSPECTION REPORT

QUEENSWAY CATHOLIC PRIMARY SCHOOL

Torquay

LEA area: Torbay

Unique reference number: 113471

Headteacher: Mr Mark Shaw

Lead inspector: Mrs Jane Morris

Dates of inspection: 14 – 16 June 2004

Inspection number: 257255

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:	202
School address:	Queensway Chelston Torquay Devon
Postcode:	TQ2 6DB
Telephone number:	01803 613 095
Fax number:	01803 390 137
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Johneen Bennett
Date of previous inspection:	21 September 1998

CHARACTERISTICS OF THE SCHOOL

This is an average sized, Catholic primary school with 202 pupils on roll. The school serves two parishes in the Torquay area and some pupils travel considerable distances to attend. Pupils come from very diverse family backgrounds. Their socio-economic circumstances are average overall. The majority of pupils are of white British and other white heritage. Four per cent of pupils come from Asian British homes and four per cent from various other ethnic groups. There are nine pupils who do not have English as their mother tongue. The number of pupils joining and leaving the school at times other than those expected is currently slightly below average but the school does go through periods of time when it has a high transient population. Attainment on entry to school is variable but is generally average. Sixteen per cent of pupils are on the school's register of special educational needs. This is about average. Nine pupils have a statement of special educational needs. At over four and a half per cent of the school population, this is well above the national average. Pupils' special needs are medical, physical, behavioural, learning-related and are also associated with speech and language development. The school gained the 'Healthy Schools Award' in 2001 and 'Investors in People' status in 2004.

Since the previous inspection the school has grown considerably, enabling it to provide a separate class for each year group. The school is nearing completion of an extensive building project to provide new administration facilities and a room for using computers.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18270	Mrs Jane Morris	Lead inspector	English as an additional language Science Art and design Information and communication technology Music Physical education
9406	Mr Roy Cottington	Lay inspector	
33090	Mr Jacob Herbst	Team inspector	Special educational needs English Geography History
17456	Mrs Angela Smithers	Team inspector	Foundation Stage Mathematics Design and technology

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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, subjects and courses	
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	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. It is effective and provides good value for money. Good teaching and learning ensure standards are improving and achievement is good. The headteacher has very good leadership qualities and is supported by a committed team of teachers, teaching assistants and effective governors. This school is in a strong position to continue to move forward.

The school's main strengths and weaknesses are:

- Test results at the end of Year 6 in 2003 were well above average in English and mathematics and reflect an overall trend of improving standards.
- The high quality school improvement plan is steering improvement effectively.
- Teaching in Year 3 is not always satisfactory.
- There are insufficient opportunities to challenge higher attaining pupils in reception and Year 2.
- The ethos provided by this very inclusive school is very strong and promotes very positive attitudes to learning.
- Pupils are looked after very well and behaviour is very good in a school that has good links with parents and the community.

There has been good improvement since the previous inspection. The very good leadership of the headteacher has ensured that school self-evaluation and improvement planning procedures are thorough, and consequently this area of the school's work has improved significantly. The role of the governors is much stronger as is the work of subject leaders. Standards have improved in information and communication technology (ICT). The quality of teaching has improved significantly, particularly in reception and Years 1 and 2. Teaching assistants' roles are more productive. There is an improved curriculum on offer to pupils, especially in the reception class. Attendance has improved significantly as has pupils' behaviour in the playground. Pupils are given far more opportunities to show their initiative and to be independent in their learning. The school is now providing a higher quality of care. Links with parents are better. The school building has been refurbished to provide better facilities for administration and ICT.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	A	A
mathematics	C	C	A	A
science	E	C	C	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 are achieving well. Test results at the end of Year 6 have shown an overall trend of improvement. They were well above average in 2003. Currently, a high proportion of pupils in Year 6 have special educational needs and this was reflected in the average standards seen during the inspection. However, all pupils in the class are doing well. Pupils in Years 4 and 5 are also achieving well but, on occasions, pupils in Year 3 do not achieve as well as they might. Throughout the school, pupils with special educational needs and those with English as an additional language, achieve well.

For the past three years results at the end of Year 2 have shown year on year improvement. In 2003 standards were above average in writing but below average in reading and mathematics. Currently, Year 2 pupils' standards are average in reading, writing and mathematics. This is because, once again, there is a high number of pupils who have special educational needs within the group. In

Years 1 and 2 the majority of pupils achieve well, although those with higher ability in Year 2 could, with more challenge, do even better in some literacy and numeracy lessons. Children's attainment on entry to the reception class is average. As they join Year 1, their standards are in line with those expected. In communication, language and literacy and mathematical development some children with more ability could be challenged further.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils' attitudes and behaviour are very good. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good overall. A third of lessons seen during the inspection were very good and occurred in almost all classes including reception. An example of outstanding numeracy teaching was observed. Good quality teaching ensures pupils learn well, including those with special educational needs and English as an additional language. Particularly effective and challenging lessons in literacy and numeracy take place in Years 1, 4, 5, and 6. In Year 2 very good ICT teaching is evident. In Year 3 not all lessons are satisfactory because of a lack of expectation. Assessment procedures are satisfactory. They are more productive in English and mathematics because the school has worked hard to improve this aspect of its work. Effective teaching assistants support pupils well. Art and design is taught well throughout the school.

The quality of the curriculum is good. Good extra-curricular provision enriches pupils' learning effectively and makes a significant contribution to their achievement. The very good care, guidance and support for pupils alongside good partnerships with parents and affiliations with other schools, colleges and the community support pupils' learning effectively and help them to achieve well.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The leadership of the headteacher is very good. He has the skills, vision and determination to move the school forward. Governors, led by a capable chair, are supportive but challenging. Governance is good. All statutory requirements are met. The leadership of other key staff and the management of the school are all good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have confidence in, and positive opinions of, the school. They like the welcoming atmosphere and the very good ethos that permeates throughout.

Pupils enjoy life at Queensway School. They are impressed with the friendliness of their classmates. Their views are sought and taken into consideration.

IMPROVEMENTS NEEDED

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

- Follow closely and monitor rigorously the existing high quality school improvement plan that focuses correctly on the areas that are promoting higher standards.
- Provide opportunities for teachers to share good practice so unsatisfactory lessons in Year 3 are eliminated and literacy and numeracy based lessons in reception and Year 2 provide sufficient challenge for more able pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good overall. Standards are above average. Pupils develop very positive attitudes to their work and this supports a trend of overall improvement in standards that is discernable throughout the school.

Main strengths and weaknesses

- Test results at the end of Year 6 in 2003 were well above national averages in English and mathematics.
- The number of Year 6 pupils who exceed the expected levels is often very high in all core subjects.
- In some lessons in Year 3 standards and achievement are unsatisfactory.
- A small number of younger, more able pupils in reception and Year 2 are not always challenged sufficiently.
- Standards are rising through the implementation of a particularly effective school improvement plan.

Commentary

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

Standards in:	School results	National results
reading	15.4 (14.6)	15.7 (15.8)
writing	15.5 (14.1)	14.6 (14.4)
mathematics	15.6 (14.7)	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	28.7 (27.8)	26.8 (27.0)
mathematics	29.1 (26.5)	26.8 (26.7)
science	29.3 (28.5)	28.6 (28.3)

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

1. The progress made by pupils from the end of Year 2 to the end of Year 6, as measured in terms of their prior attainment, was well above average in 2003. The school also surpassed its own, appropriately challenging, targets for the numbers of pupils meeting and exceeding the expected levels. A well above average number of pupils went beyond the anticipated levels in English, mathematics and science. In mathematics the number of pupils gaining higher levels was in the top five per cent in the country. Children make satisfactory progress in reception and enter Year 1 with average standards. The majority achieve the Early Learning Goals. There are, however, occasions in reception when children could be extended further within their communication, language and literacy and mathematical development lessons. In Years 1 and 2 pupils' achievement is good overall, although some higher attaining Year 2 pupils could be challenged even further.

2. The school prides itself, quite rightly, on its inclusivity. It has good procedures for identifying pupils who are gifted or talented in any specific area. The provision offered to these pupils is effective, especially in mathematics. Some year groups have particularly high numbers of pupils with special educational needs and, on occasions, significant numbers of pupils join the school at times other than those expected. This has an impact on the overall standards reached by pupils in different year groups. At the time of the inspection this was especially noticeable in both Year 2 and Year 6. Pupils who have special educational needs and those who have English as an additional language are well supported and they achieve well. Pupils establish very positive attitudes to learning and the vast majority reach the academic standards of which they are capable by the end of Year 6. There are no significant differences between the standards reached by boys and girls.
3. Since the previous inspection the school has been successful in maintaining well above average test results in English and mathematics at the end of Year 6. Results in 2003 in science were average in relation to all schools but above average in comparison with similar schools. Standards have shown improvement over recent times. During the inspection overall standards seen were average in Year 6. This is because, at present, a disproportionate number of pupils in the class have statements to support their special educational needs. This factor, coupled with the number of pupils who have other special educational needs, has had a significant impact on standards. However, all pupils, including those with above average ability, are very well catered for and reach appropriate standards. They are challenged effectively and a significant number are working beyond anticipated levels. Standards seen in Years 4 to 6, where fewer pupils have special needs, were considerably better. Indications from school data and pupil tracking suggest that the improving trend in results is set to resume once again in the next academic year. In Year 3, some incidences of unsatisfactory teaching mean that achievement is sometimes unsatisfactory and that standards are not always as they should be.
4. At the end of Year 2, test results for 2003, were below average in reading and mathematics because very few pupils reached standards beyond those expected. Standards were above average in writing. Results reflected a continuing trend of improvement in standards over a three year period. In Year 2 standards are currently about average even though almost a fifth of the class has special educational needs. Some pupils in Year 2, however, could be challenged further, particularly in mathematics. In Year 1 standards are higher because the number of pupils with special needs is significantly lower and the teacher is able to ensure there is sufficient challenge and expectation, especially in literacy and numeracy lessons.
5. The school's effective self-evaluation identifies, as a key area for development, the need to recognise and cater for higher attaining pupils earlier. This was supported by inspection findings which show that there are some missed opportunities to extend reception children's literacy and numeracy skills to enable more of them to work beyond the anticipated goals. Throughout the school achievement is satisfactory and standards are broadly average in ICT. Standards in ICT have improved since the last inspection when they were found to be unsatisfactory. The improvement plan has rightly identified this as an area for continued focused development in order to raise standards so they are in line with those of other key areas.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour, attitudes and relationships are very good. The provision for their spiritual, moral, social and cultural development is also good. Attendance is good.

Main strengths and weaknesses

- There is a strong sense of an inclusive family community within the school and an ethos based on Christian values of care, trust and friendship.

- Pupils enjoy school life, behave very well and show very positive attitudes to learning. They take part in school activities enthusiastically.
- The opportunities for pupils' spiritual and social development are very good.
- Overall attendance levels are above national averages.

Commentary

6. The school has successfully developed a very effective learning environment in which the very good standards of behaviour and relationships make a very effective contribution to learning and progress. Behaviour in and around the school is very good. All the parents who completed the pre-inspection questionnaire say that pupils' behaviour in school is good or very good. Incidents of inappropriate behaviour are rare and are quickly dealt with by staff. The management of pupil behaviour is good with very effective systems of rewards and sanctions. All staff implement the procedures consistently and fairly and there are good levels of communication across the school when problems do emerge. During the inspection no incidents of unkind or aggressive behaviour were evident. The behavioural problems in the playground highlighted in the previous report have now been successfully addressed through improved resources, structured play activities and good supervision. Pupils are polite, helpful and courteous to visitors. Although there have been two exclusions during the past twelve months, these were both for short periods and were imposed as a last resort for serious misconduct.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	166	2	0
White – Irish	4	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	4	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	0	0

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

7. Relationships across the whole school are very good and contribute to the friendly and happy atmosphere. In lessons pupils work well together in pairs or groups and give one another support with their work. There is a strong feeling of inclusiveness. Friendships are formed irrespective of background gender or ability and in each class there is a strong sense of mutual support, cohesiveness and sense of community. The majority of pupils say that their teachers are fair and listen to their ideas.
8. Pupils say they like being in school and enjoy lessons and the other activities provided. In lessons they work hard, take a pride in their work, want to do well and show very good levels of interest and concentration. They enjoy the praise and recognition they receive especially

during assemblies. Other activities are very well supported. Overall the pupil attitudes to school and lessons are making a very good contribution to their learning. Reception children do well in their personal, social and emotional development and are on course to reach the Early Learning Goals.

9. The provision for pupils' spiritual and social development is very good. Pupils respond very well to the many opportunities, either as a whole school or in class, for reflection on key aspects of faith. For example, class assemblies at the start of the day provide a good opportunity for reflection. Pupils also learn about the spiritual aspects of other faiths for example Hinduism. There is also strong focus on pupils' social development including understanding the responsibilities of living in a community. Activities include negotiating, as a group, the classroom rules as well as the importance of respect for school rules and routines. They take responsibility for routine tasks such as helping clearing away resources or helping staff with other tasks. A good example occurred during the inspection when one school council member, without being asked, took responsibility for setting up the tables and chairs for a meeting. This area of the school's work, relating to promoting independence and encouraging pupils to take initiative has improved since the previous inspection. The pupils have a very good awareness of right and wrong and are developing a good sense of moral responsibility through actively contributing to a wide range of religious and secular charities, local, nationally and internationally.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.3
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence in 2002/3.

10. The school achieves good standards of attendance. Many parents are involved in the local summer tourist economy and some take their family holidays outside during term time. Despite this, the school's overall attendance is better than the national average and has exceeded its target attendance rate of 95%. Parents are well aware of the school's target and play an important part in its achievement. The unpublished attendance figures for 2003/4 indicate a further year on year increase in overall attendance. The poor attendance and punctuality highlighted as a key issue in the previous report have been very effectively addressed. Based on the replies in the parental and pupil questionnaires as well as inspection evidence, these aspects are now strengths of the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are of a good quality and teachers also promote very positive attitudes. The school provides a good curriculum that is enhanced well by additional opportunities which are made available to all pupils. Links with parents, the community and other schools and colleges are strong.

Teaching and learning

Teaching is good overall and promotes effective learning. Assessment is satisfactory with some particularly thorough procedures established in English and mathematics.

Main strengths and weaknesses

- Teaching in reception and Years 1 and 2 has improved significantly since the last inspection. All unsatisfactory teaching has been eliminated.
- Literacy and numeracy lessons have some strong features, particularly in Year 1 and Years 4 to 6.
- Unsatisfactory teaching in Year 3 is characterised by insufficient pace and challenge leading to some low achievement.
- There are some missed opportunities to extend higher attainers in reception and Year 2.
- Teaching assistants are effective and help teachers to promote pupils' very positive attitudes to learning. Their role has improved since the previous inspection.
- Art is taught well throughout the school.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	10	8	1	0	0

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

11. Teaching for reception children is good. It is better than that reported previously. The teacher and the fully trained nursery nurses know the children well. There is good planning for these children and this ensures they experience good quality lessons with activities that are particularly stimulating and varied especially in sessions relating to knowledge and understanding of the world and creative development. Children learn satisfactorily overall but there are some missed opportunities to develop language and mathematical skills to a higher level. Assessment procedures are thorough and the outcomes are recorded systematically. This means that children's progress is tracked successfully and usefully supports planning for the next steps in learning for the majority of children although, as the school has rightly identified, higher attaining pupils could be identified earlier in order to challenge them further.
12. The school's attention to monitoring the quality of teaching and its impact on learning through lesson observations has paid dividends. Teaching in Years 1 and 2 has improved significantly since the previous inspection and all unsatisfactory teaching has been eliminated. One issue remains, however, and that is the need to promote even more challenge for higher attaining pupils in Year 2. Opportunities to extend those pupils who are capable of going just that bit further, especially in mathematics, are missed. The school has yet to ensure that teachers are given sufficient opportunities to share good practice and exchange ideas about how to improve their practice especially in relation to challenging pupils further.
13. In Year 1 and Years 4 to 6 teaching is especially strong and there are examples of outstanding teaching evident. Literacy and numeracy are taught particularly effectively in these classes. Outstanding teaching which promotes very effective learning is characterised by the teacher's ability to question very skilfully so that each pupil's knowledge and understanding are assessed and then developed further. On some occasions in Year 3, lessons are slow and do not provide sufficient challenge for pupils to ensure they make appropriate gains in their knowledge as was seen in an unsatisfactory literacy lesson.
14. Teachers' planning is secure and almost always makes certain there are well-matched opportunities for developing learning so pupils make good progress. Teachers have high expectations of behaviour and pupils respond very well. This means they are usually very focused on their learning and almost always do their best. The successful deployment of effective teaching assistants makes sure that pupils with special needs are supported and they achieve well. The role taken by teaching assistants has improved considerably since the

previous inspection. Together, teachers and their assistants foster pupils' very positive attitudes to learning even though a very small minority of pupils have significant problems to deal with in their lives and present very challenging behaviour.

15. Planning for pupils with special educational needs is good. Their difficulties are identified early in their school life and teachers produce detailed individual plans to support their learning and ensure they take part in all school activities. This is why they make so much good progress. The special educational needs co-ordinator, together with the class teacher, discuss and develop pupils' individual education plans. These are implemented well. The good management of these pupils by teachers and teaching assistants contributes to their progress. Support staff are skilled in managing pupils and provide effective help, especially in literacy and numeracy. There is strong attention to ensuring priority is given to enabling pupils to read, write and spell through learning in small groups within class or by withdrawal.
16. Teachers are keen to develop ICT in their lessons and their plans highlight lessons devoted to the teaching of specific skills such as 'How to send an e-mail'. This was seen taught successfully in Year 3. Opportunities to integrate ICT use into other areas of the curriculum are also clearly identified. Art is taught well throughout the school because teachers have good subject knowledge and make certain pupils develop their skills systematically. Other subjects were sampled and no judgements were made about teaching. Existing links between subjects are fostered effectively and help pupils view their learning in a cohesive way. Teachers are keen to develop this aspect of their work further.
17. Assessment strategies are satisfactory overall and are currently a major feature of the school's development. Pupils expressed a good understanding effective target setting procedures that teachers use to help them learn more in their literacy and numeracy lessons. Assessment procedures are effective and firmly established in these areas.

The curriculum

The school provides a good and well resourced curriculum, offering pupils a wide range of learning opportunities. Extra-curricular provision is good and supports pupils' achievement well.

Main strengths and weaknesses

- A broad and balanced curriculum is planned well and ensures pupils make good progress.
- Pupils with special educational needs and those with English as an additional language are provided for well.
- All pupils have access to a good range of additional clubs and out of school activities to take part in.
- The school provides a good environment for learning.

Commentary

18. The school has developed effective curriculum documentation for use by all staff, to ensure good coverage of all subjects and continuity in planning. There has been significant improvement in the Foundation Stage curriculum for reception children since the previous inspection. All aspects of the curriculum are covered well including those relating to RE. There is good attention paid to pupils' personal, social and health education. Work relating to the 'Healthy Schools Award' has ensured good attention is paid to fostering pupils' awareness of healthy life-styles and issues relating to drugs and alcohol. Pupils make good use of their reading and writing skills in subjects such as history, geography and RE. The school places particular emphasis on whole school extended activities. The school has, for example, organised Arts, Science and History weeks. These sessions are carefully planned to contribute to the school curriculum and are integrated into the school's overall good curriculum provision that ensure pupils achieve well.

19. The successful implementation of initiatives to support literacy and numeracy lessons is improving achievement. The skills pupils acquire in literacy and numeracy ensure that they have full opportunity to access the remainder of the curriculum. Teachers' planning, especially in Years 1, 4, 5 and 6 pays careful regard to different groups of pupils and identifies clearly activities that are well matched to their needs. In Years 2 and 3 there are some missed opportunities to plan lessons with additional challenge for higher attainers.

20. There is good provision for pupils with special educational needs. Individual education plans are monitored regularly. When necessary, the curriculum is adapted to suit their needs or they receive support to meet their needs and to ensure good progress. There is a clear commitment to inclusion. Considerable effort goes into ensuring that all pupils receive the support they need to access the curriculum. Support staff are deployed prudently to ensure that those pupils whose need is greatest receive the most support. Gifted and talented pupils' needs are also recognised and they receive good support to enable them to progress further.
21. The school provides a good range of activities outside its normal school time. This includes a variety of games and sports classes as well as art, chess, dance and music clubs. Pupils also take part in residential visits which support their social development well. The school takes part in parish events, thus strengthening links with the community and fostering pupils social awareness. Pupils are prepared well for secondary school. They visit the schools and have a good understanding of what is expected of them and look forward to the move so they are well prepared for the next stage in their learning.
22. Resources for learning are satisfactory and classrooms are well organised. The accommodation is very well maintained and the current substantial rebuilding and remodelling work will add a much needed computer suite and active learning spaces to the school. Displays throughout the school add interest and reflect the variety and good quality of pupils' work across the curriculum.

Care, guidance and support

Procedures for ensuring the care, welfare and safety of pupils are very good. Support and guidance are good and pupils are increasingly playing an important part in school development.

Main strengths and weaknesses

- The policy and systems for ensuring pupils' health, safety and welfare are now well established.
- Teachers know their pupils well and have effective systems for monitoring their progress, especially in literacy and numeracy.
- Procedures for helping pupils to settle into school life are good and enable pupils to become part of the school community quickly.

Commentary

23. The issues about the welfare and care of pupils raised in the previous inspection report have been fully addressed. These aspects are now treated as a priority. Comprehensive risk assessments covering the whole school environment are carried out twice a year and potential threats are effectively dealt with. Recently the school has worked well with various contractors carrying out extensive building work in the school to ensure that risks are identified and suitable action taken to minimise the possibility of harm. Child protection procedures are now well established and all staff have a good working knowledge of the issues involved. Staff respond quickly and sensitively when pupils suffer minor injuries or become upset. The school places a high priority on the welfare and care of pupils and has set in place a range of support systems to help pupils and families. Examples of these include bereavement counselling and the appointment of a school nurse to the reception class. Responses in the pupil questionnaires show that the vast majority of pupils trust staff enough to raise concerns if they need to.
24. Teachers have a good understanding about the abilities and special needs of every pupil in their class. Any pupils with English as an additional language are also well supported. Teachers know the parents well and have established very effective working relationships. These links ensure that teachers maintain a good awareness of issues that may impact on each pupil's performance. Teachers are keen to ensure that pupils do their best and the pupils know this. Pupils feel free to ask for help when it is needed whilst, during lessons, teachers

ensure that every pupil understands what is being taught. A good feature in some classes is 'interactive marking' when pupils are encouraged to comment on the teacher's marking. As a result of this dialogue pupils gain a better understanding of how to improve their work. Pupils with special education needs are very well supported by staff who are appointed to give help during lessons and at other times.

25. The school council, which has been established for three years, enables pupils to voice their views and ideas about the life of the school. The representatives take their responsibilities very seriously, show good levels of maturity and are increasingly becoming an important part of the school community. Not only have representatives worked on wide range of issues relating to the school environment but have also been involved with the local education authority discussing transfer arrangements from primary to secondary school. School managers value these contributions and, where desirable, act on recommendations. A good example was the discussions that led to the change in girls' uniform.
26. Almost all parents who completed the pre-inspection questionnaire said that induction arrangements were good and enabled their children to settle into school quickly. The school has developed a range of activities aimed at helping parents and pupils during this time. These include home visits by Foundation Stage staff and fact finding visits to pre-school groups.

Partnership with parents, other schools and the community

The links between the school and parents are good. Links with the community, other schools and colleges are also good.

Main strengths and weaknesses

- Very nearly all parents express positive views about all aspects of the school.
- The links with parents and the support they give the school make a good contribution to learning.
- Pupils are involved in a wide range of community activities.
- Links with other schools and colleges make a good contribution to school management, learning and pupil development.

Commentary

27. Results of the pre-inspection questionnaire show that the vast majority of parents are satisfied with the work of the school. All parents who supplied information said that pupils behaved well or very well in school and nearly all agreed that teachers expect pupils to work hard and do their best. There is also a common view that pupils like school. These views are fully in line with inspection findings.
28. The school has established effective links with the parents and continues to develop this area of its work. Parents' views are actively sought and valued. Their school has established a close, friendly and productive partnership with the parents, which makes a good contribution to pupils' learning and progress. The school web site provides up to date information about what is happening in school as well as access to policy documentation. Communication, both written in the form of newsletters, or verbal through accessibility to staff, is good. Parents know that they can approach staff with any concerns and say that issues raised are dealt with promptly and effectively. They are kept well informed about their children's progress through parents' meetings and informative progress reports. They know their children's levels of achievement and targets for improvement. The school has also organised workshops to help parents understand better the curriculum and how it is taught. Aspects covered include literacy, numeracy and ICT. Offers of help by parents and grandparents are always welcomed and valued especially by listening to pupils read.
29. The last inspection report set out the need for the school to improve links with the wider community. The school's response has been good. Pupils benefit from a wide range of

activities involving the wider community. Examples, from a list of many, include visits to places of scientific interest and a range of visitors who promote music, history and art. There has also been good involvement with the local authority in a variety of projects and events. Pupils in Years 5 and 6 are involved in residential trips. Plans are in place to expand further community involvement once the extensive school refurbishment has been completed, for example, use of the computer suite and other facilities.

30. There are effective and well established links with other schools. In addition to the good work with the main denominational feeder school, especially during transition, links have been formed with other schools for sporting and other activities. A current project involves improving the standards of PE by sharing teaching practice, knowledge and understanding.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good and there has been good improvement in this area since the previous inspection. The governance of the school is good; governors fulfil their roles well and ensure that all statutory requirements are met. The leadership of the headteacher is very good. Management of the school is good.

Main strengths and weaknesses

- The headteacher has a very clear vision, a strong sense of purpose and high aspirations for the school.
- The headteacher leads by example and motivates and influences staff and pupils very well.
- The school has a very high commitment to inclusion and a concern for the needs of individuals.
- The resources of the school are used very well to help pupils receive the best possible learning opportunities.
- The school constantly reviews its own performance and seeks ways to improve further but this is not always as rigorous as it could be.

Commentary

31. The headteacher leads the school very well. It is his vision and aspirations that give direction to the very good ethos of the school. In his general presence around the school he is a very good role model for all adults and pupils who work within it. He is well supported by the senior staff and there is a strong team approach within the school. All staff work hard and subject leaders are knowledgeable, enthusiastic and support colleagues well. This leads to good provision in most of the main areas of the curriculum. Currently the member of staff responsible for managing the requirements of children with special educational needs is absent and although contingency plans are in place this absence has had an effect on some aspects of administration in this area.
32. Recently the school achieved the 'Investors in People' award which recognises its care and concern for all individuals who are in any way involved with the school. All are treated with respect and their views and values recognised. The vast majority of pupils, including those with special educational needs and English as an additional language, are supported very well to achieve the best they can.
33. All governors visit regularly to monitor and support the school. Many of them have considerable professional expertise outside of education that they bring to their role for the benefit of the school. They are very involved in setting and monitoring the budget and this is a real strength and provides good support to the school. They participate fully in school development planning. They look at innovative ways to use resources in the best interests of

raising achievement and the current need to implement national workforce reform

requirements. They fulfil their role well and have a good understanding of the school's strengths and weaknesses.

34. The school improvement plans are detailed and have been implemented effectively. The priorities for improvement are correctly identified and there is clear evidence that good progress is being made. Alongside the school plans, each subject manager is responsible for implementing changes to their area over the year and this good practice is proving profitable. Some subject leaders' action plans do not place sufficient emphasis on raising achievement. There is a good analysis of data and from this good strategies for improvement have been developed, for example to improve pupils' spelling. This has resulted in higher standards as the implementation was consistently applied and monitored well. In some areas this process is not as rigorous or well developed. For example, the school receives financial support for its transient population but it has not yet analysed the impact of this mobility on its standards.
35. The management of the school's finances is very good. All the necessary controls are in place, and the findings of the audit report implemented. Governors' expertise and the efficient work of the administrative officer ensure that the school makes very good use of its resources. Special educational needs funding is spent appropriately. The principles of best value are applied well. Income and expenditure per pupil are below the national average. Pupils achieve well in terms of academic development and very well in their personal development, and the school is providing good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	476,344
Total expenditure	479,376
Expenditure per pupil	2,523

Balances (£)	
Balance from previous year	20,866
Balance carried forward to the next	17,834

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school meets curriculum requirements in the reception class. It is well planned and takes good account of national guidance. This is good improvement since the last inspection. The Foundation Stage is led and managed well. Staff work well together as a team. Children enter the reception year with average levels of attainment overall although some need far more support than others. By the end of the year the majority are likely to achieve the levels expected nationally in all areas of learning and many will exceed them in the area of personal, social and emotional development. The good quality of teaching ensures that positive attitudes to learning are established in all areas and all children achieve at least satisfactorily.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave very well.
- They learn to co-operate and play well together.
- There are insufficient opportunities for children to take responsibility and make choices.

Commentary

36. Children are in line to reach the expected goals at the end of the reception year and many will exceed them. They make good progress in developing very positive attitudes to learning. Teaching is good. The teacher and fully trained nursery nurses create a secure environment for children and they settle well, enjoy school and are keen to learn. They know the school routines well. Behaviour is very good. Through the good opportunities provided, children co-operate well. They talk about what they are going to write about to a friend before being expected to write. This enables them to vocalise and clarify their ideas before putting them on paper. They work very well together devising interesting imaginative play scenarios at the 'Travel Agent'.
37. There are some opportunities for children to take responsibility but these are not highly developed. Children 'self-register' to indicate they would like a school lunch, but this is not carried out by all, as expectation is not high enough. Mostly, children are allocated an activity to undertake. There are few opportunities for them to take responsibility for their own learning by making choices. The classroom resources are not kept in an aesthetically pleasing state of order and tidiness and this does not encourage children to copy what they see about them and develop good habits.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking and listening skills are developed very well
- Parents support children well, reading with them at home
- Opportunities are missed to develop phonic knowledge and writing skills

Commentary

38. Speaking and listening skills are good and children achieve well. Children read regularly, particularly at home and are making good progress in their reading skills. Children write for a variety of purposes and achievement is sound. More able children write passages of good length which they can read back articulately. This writing makes use of phonic knowledge but it is not as good as it could be if there were higher expectations. The majority will attain the level expected nationally in this area of learning.
39. Teaching is good and ensures very good opportunities are provided for children to develop their speaking skills. Imaginative resources enable them to pretend to go camping. They enter into this with great enthusiasm and through their imaginative play they develop very interesting scenarios using mature and varied language. Reading books are taken home on a regular basis and children enjoy reading to adults. All children have some word recognition and many are reading simple texts accurately and with understanding. There is a library within the classroom area but it is not a peaceful and interesting haven which encourages children to visit it and sit and develop a love of books. As would be expected, children start the reception year with low levels of phonic ability. Direct teaching helps them to develop satisfactorily. They acquire appropriate strategies for reading and writing using these skills, but expectations are insufficiently high for them to make good progress in this area. Opportunities are missed, particularly to raise the achievement of the more able children.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Planning takes account of progression in children's development and relates well to the national guidance. This is an improvement since the last inspection.
- The activities selected to fulfil the lesson objectives do not always best meet the needs of all the children.

Commentary

40. The majority of children will attain the level expected nationally. They have a good knowledge of numbers to 20. They know the names of simple shapes. They can follow simple patterns and sequences. Teaching is satisfactory and achievement is sound.
41. Planning is good in that it shows an understanding of the steps children undertake in order to build successfully upon their mathematical skills. It follows national guidance and includes good opportunities to assess against national criteria. Sometimes the tasks chosen to fulfil the objectives and the teaching methods used do not support learning most effectively. Children sit for too long and do not have enough opportunities to engage in practical tasks for themselves. Some of the mathematical vocabulary being reinforced is inappropriate for their age. More time and activities need to emphasise good but practical conceptualisation of basic number and shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Activities are stimulating and capture the children's interest very well.

- The good planning indicates a good range of topics that cover all aspects of this area of learning very well.

Commentary

42. Children are in line to reach the levels expected for their age and their achievement is good. During the year, an exciting range of experiences are provided so children begin to understand more about the world around them. They have opportunities to find out about the past, they learn about cultural traditions and different faiths and gain appropriate knowledge and skills to use simple programs on the computer. Educational visits, like the trip to the local beach, are highly enjoyed by the children it contributes well to their learning.
43. The good teaching ensures activities provided to develop this area of learning are stimulating and exciting. There is a regular cycle of topics which link aspects and make learning more meaningful. For example, this term children learn about water. They concentrate very hard while using a pipette to administer the blue dye. They watch with awe and wonder when the water turns blue and the sequins sparkle. While looking at mini-beasts they learn the names of the body parts of the ladybird. They show good observational skills in describing the similarities and differences between a butterfly and a dragonfly.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The work on display is good and children are provided with a good range of experiences.

Commentary

44. Most children are in line to attain the expected levels and some will exceed them at the end of the reception year. They achieve satisfactorily overall. Teaching and learning are good and this ensures that children make good progress with establishing their painting skills. Displays on the walls are of a good standard. Planning indicates that good teaching makes certain that children experience a rich and varied curriculum. They are beginning to recognise the work of famous artists and try to copy their style. For example, they created copies of the 'Sunflowers' made famous by Van Gogh. There are good links with their work on mini-beasts. There are good opportunities to participate in imaginative small world play.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Planning indicates children are provided with a good range of activities to help them develop their physical skills and this is an improvement since the last inspection.

Commentary

45. Limited direct teaching was observed during the inspection but indications are that teaching and learning are of a good standard. Children achieve at least satisfactorily. They are on course to meet expected levels. Planning shows that a good range of opportunities is provided for children to develop their physical skills. There is a range of climbing apparatus outside and this is an improvement since the last inspection. The outside area next to the classroom is too small for the use of wheeled toys but children have access to a hard surface playground where they have an adequate, if somewhat limited choice, of toys to use. They practise their balancing skills well. There are good opportunities for children to use tools such as scissors,

paint brushes and pencils. Insufficient attention is given to ensuring that all children hold these correctly and so have good skills for the future.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Test results at the end of Year 6 in 2003 were well above average.
- Teaching is good.
- Higher attaining pupils are not always challenged sufficiently in Years 2 and 3.
- Pupils have good speaking and listening skills.
- Pupils have clear targets that show them how to improve.
- The subject is led and managed very well.

Commentary

46. In Year 6, English test results are consistently high, with pupils making good and sometimes very good progress from the end of Year 2. Higher attaining pupils do very well. In the junior classes the majority of pupils achieve well. There are occasions, however, in Year 3 when unsatisfactory teaching leads to below average standards and unsatisfactory achievement. Currently an above average number of pupils in Year 6 have special educational needs. Although they are making good progress, this high proportion of pupils has resulted in lower than usual standards this year. There is no significant difference in the achievement between boys and girls. Pupils with special educational needs and English as an additional language all do well.
47. Test results for Year 2 show that standards have been rising for the last three years. They have shown improvement since the last inspection. In 2003 writing standards were above average. In reading standards were below average because very few pupils reached higher levels. Inspection findings show that standards in Year 2 are currently about average. Standards in Year 2 are being influenced by the above average number of pupils with special educational needs, who although they achieve well, do not reach the expected levels. More could be done to challenge higher attainers. The school is well aware of this and has it as a priority for improvement. Standards in Year 1 are above average. Pupils are achieving well.
48. Speaking and listening skills are above average throughout the school. Pupils' achievement is good. This is because teachers pay a great deal of attention to developing listening and oral skills. Pupils develop confidence in asking and answering questions because teachers ask questions skilfully and give clues as necessary to help pupils respond appropriately. They explain new ideas well and check pupils' understanding. High expectations and the good examples set by adults in class contribute to the high standard of discussion during group work.
49. Standards of reading are average in Year 2 and above average by Year 6. In Year 2 pupils have a good understanding of phonics as a result of the systematic attention given to this from the earliest age. The teaching of reading is well organised and managed effectively throughout the school. In Years 1 and 2 the combination of close attention to teaching letter sound patterns, careful record keeping, thorough assessment and good support from teaching assistants and volunteer helpers helps ensure good progress. By Year 6 the majority of the pupils read fluently and enjoy a wide range of literature. The comprehensive selection of books available to them helps to extend their interest and enjoyment in literature.

50. Standards of writing are average by Year 2 and above average by Year 6. Teachers accurately assess pupil progress, identifying areas for improvement. This leads to pupils being set targets for improvement. These targets are matched appropriately to learning needs. In consequence, pupils remain focused and enjoy writing. Pupils have frequent and regular opportunities to write at length creatively and factually in other subjects as well as in English lessons. By Year 2 pupils have made good progress and can often write simple accounts and stories using sentences, with sound spelling and punctuation. However, higher attaining pupils are not always sufficiently challenged. By Year 6 pupils write expressively or factually for different purposes. Their spelling is accurate and their writing is neat. Higher attaining pupils write very imaginatively. Expectations are high for all pupils in Years 4, 5 and 6 and they all write creatively and with feeling. Pupils' handwriting is good throughout the school and the presentation of their work is of a consistently high standard as they reach Years 5 and 6.
51. The quality of teaching is good. However, in Year 3 lessons are not always satisfactory. Overall, teachers plan systematically so that skills in reading, phonics, spelling and writing can be regularly practised and developed from Year 1 to Year 6. Teachers plan well to support independent learning. The pace in lessons is generally quick and resources are used well to help pupils learn. As a result pupils concentrate well and settle quickly to the tasks they have been set. Teachers and support assistants work well together to support different groups within the class, especially those pupils with special educational needs and English as an additional language. Throughout the school these pupils make good progress and achieve well because of good teaching and the support they receive. Staff ensure these pupils have systematic opportunities to learn the smaller steps in reading and writing that they need during literacy sessions. In the older classes pupils of all abilities are challenged particularly well. As a result, they produce thoughtful and imaginative prose.
52. Assessment procedures are thorough. The assessment of pupils' abilities is good and the information is used well to set clear targets for improvement. There are regular checks on pupils' standards and progress. Analysis of test results gives teachers a clear idea of individual pupils' strengths. This enables them to rectify their weaknesses. Overall the quality of marking is satisfactory as it identifies areas for pupils to improve so as to achieve better standards.
53. Leadership and management of the subject are very good. The subject leader has a clear vision of how to further improve provision and the quality of teaching and learning because lessons are monitored and evaluated effectively. This area of the school's work shows improvement since the previous inspection and the school has made good progress to raise standards at the end of Year 2. It has also maintained high standards at the end of Year 6.

Language and literacy across the curriculum

54. Pupils' skills in language and literacy are frequently developed in other subjects. Pupils are given many opportunities to practise and use their reading and writing skills in the course of work across the curriculum. For example, in science pupils use recording skills well especially in developing their understanding and correct use of specific vocabulary. Through history and geography topics pupils further develop their research skills. This contributes to the high standards seen in Year 6.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The teaching of mathematics is good overall and pupils achieve well by the end of Year 6.
- Higher attaining pupils and those identified as being gifted in this area are very well supported.
- The good ethos for learning ensures that pupils have positive attitudes to mathematics.

- Good assessment procedures are in place. The school has correctly identified where it could make more use of this information in the future.

Commentary

55. There is an upward trend in standards over time throughout the school. Currently, standards in mathematics in Year 2 are average and achievement is satisfactory. The more capable pupils do not achieve as well as they should. The current Year 6 is reaching average standards overall, but there are a significant number of pupils with special educational needs in this class. Achievement for all these pupils, including the more able, is good. Pupils of all abilities consistently make good progress by the end of Year 6 and achieve well. Higher attaining pupils, in the last three years of their schooling, are extended well by tasks that differ in the amount of challenge they present. The provision for gifted and talented pupils is very good. Pupils with special educational needs and English as an additional language are well supported and make good progress. There is no significant difference in the achievement between boys and girls.
56. By the end of Year 2, many pupils are at Level 2 of the National Curriculum for mathematics and can add and subtract one- and two-digit numbers with a reasonable degree of accuracy. They are beginning to understand multiplication and division. They solve mathematical problems and the majority can use appropriate mathematical vocabulary. At the end of Year 6, many pupils are at Level 4, the nationally expected level for their age with all those who are able to attaining the higher level, Level 5. They are able to use the four functions in everyday investigations. They display skill and good mental agility undertaking a series of questions accurately many of which require the use of simple algebra. They have a good understanding of shape, space and measure and use data to construct graphs.
57. The quality of teaching observed during the inspection was good overall and ranged from satisfactory to excellent. Where it is excellent pupils are continually questioned so the teacher assesses their understanding and they have the opportunity to consolidate their knowledge systematically. The pace is brisk throughout and all pupils are challenged throughout the session. Where it is good or better, pupils are enthused and motivated by the quality of the teaching. They respond with enthusiasm to the well-planned lessons and show positive attitudes to the subject. Teachers are aware of the different ways in which pupils learn, and they use a variety of teaching methods and strategies to ensure that the needs of all pupils are met. They have good subject knowledge and are able to present work in a variety of ways. They explain concepts clearly and structure learning so pupils grasp each step before moving to a more difficult idea. This maximises opportunities for effective learning. Good relationships and clear routines and procedures give pupils confidence and independence. Homework is used effectively to reinforce the work done in class.
58. The leadership and management are good. The subject leader is knowledgeable and enthusiastic and supports colleagues well. There are good assessment procedures in place. Pupils' achievements are recorded regularly and so teachers can check on pupils' progress. Currently, group targets are set for older pupils but these are not consistently administered by all staff. The school improvement plan correctly identifies a need for pupils to have individual targets and be given greater guidance on how they can improve their own work. The school intends to implement this at the start of the next academic year. This is a good strategy to support improvement. Work is marked for correctness and there are high expectations that pupils present their work well and spell mathematical vocabulary correctly. There has been significant improvement in this subject since the previous inspection.

Mathematics across the curriculum

59. Pupils have good opportunities to use their mathematical knowledge as part of their work in other areas of the curriculum. They use graphs and tables to record data. In science they

estimate and measure and in history they are familiar with time lines. As a result, they develop an appreciation of the practical uses of these skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in science are improving.
- Teaching is consistently good.
- Higher attaining pupils in Year 2 require additional challenge.
- Planning for, and recording of investigative science lack some consistency.
- The good leadership and management of the subject make certain lessons are monitored and plans for further improvement are clearly identified.

Commentary

60. Last year's test results were average in relation to all schools and above average in comparison to similar schools. Results reflected an improving trend. Standards at the end of Year 2 were below average because very few pupils reached higher levels. Standards are currently average in both Year 2 and Year 6. In both Year 2 and Year 6, the particular and very special educational needs of the group are impacting on overall standards. However, higher attaining pupils are doing especially well in Year 6. The majority of pupils throughout the school are achieving well including those with special educational needs and English as an additional language. There are no differences between the achievement of girls and boys. On occasions, opportunities to challenge higher attaining pupils in Year 2 are missed.
61. Teaching is good. Teachers ensure that pupils are given practical and interesting tasks to do. New vocabulary is introduced carefully and used well. Lessons capture pupils' interest and they develop their understanding well. This was seen in Year 6 when pupils explored how micro-organisms in yeast work in bread making processes. They planned investigations to see if the temperature of water made a difference to the speed of the reactions taking place. They also interpreted information from graphs and were able to explain and give reasons for their thoughts about why some dough mixtures reacted differently to others.
62. Teachers use ICT effectively to support science lessons. Pupils in Year 5 were enthused as they looked at pollen using a digital microscope. This was seen when they were dissecting flowers. They observed and named the parts of a flowering plant and described their different functions. Teaching assistants play an important role in science lessons. They support effectively and do not over-direct pupils. This means pupils are taking far more responsibility for their own investigations than was seen in the previous inspection and this contributes to the overall improvement in the way in which teaching assistants now fulfil their roles.
63. Teachers make certain that pupils are given many good opportunities to plan, carry out and evaluate the results from their investigations. Pupils are asked to predict what they think might happen and explain why. The skilful, questioning approach of teachers develops pupils' understanding effectively. Pupils are very confident and eager to explain what they know. However, the school does not have a strategy that supports the teaching of investigative science in a progressive way and lessons do not always have specific objectives that relate to science enquiry skills. This is recognised by the subject leader as an area for development.
64. Leadership and management of the subject are good. Science has a high profile and wall displays and pupils' work indicate that the school takes great pride in the subject. Annual science weeks take a different theme each year and serve to strengthen pupils' learning and achievement well. These often include visits away from school and visitors to school. The subject leader has monitored the quality of teaching throughout the school and has supported colleagues in a joint determination to raise standards. Time has been made available to the subject leader so she can give additional support to older pupils to make certain that they have covered all aspects of the science curriculum thoroughly. This area of the school's work has

improved significantly since the previous inspection. There is, however, still more to be done to raise the achievement of higher attainers in Year 2 and this remains an area for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Plans for the further development of ICT through a room dedicated to teaching the subject and additional hardware provision are reaching fruition.
- Pupils are very enthusiastic about their lessons especially those that involve the use of the interactive whiteboards.
- ICT skills are taught systematically and effectively.
- Assessment is underdeveloped.
- The use of ICT across all curriculum areas is developing well.

Commentary

65. Standards in ICT are average in both Year 2 and Year 6. Achievement is satisfactory. Pupils have appropriate basic skills although hardware limitations have had some negative impact on the development of higher order skills. In spite of this, pupils in Year 6 are knowledgeable and enthusiastic about using the internet, e-mailing and using the digital microscope. They described in detail how they had put together a 'PowerPoint' presentation to illustrate their work on the Victorians. They are currently searching 'the web' for information about Ancient Egypt and can describe the search-engine they prefer to use and explain why. Pupils with English as an additional language and those with special educational needs are making satisfactory progress. Both boys and girls have positive attitudes to the subject and achieve similarly.
66. Improvements since the last inspection are evident. All classrooms have internet access. The school has recently taken delivery of five additional interactive whiteboards and sixteen laptops. A room has been dedicated to ICT teaching and its refurbishment is virtually complete. Teaching and learning are satisfactory. The majority of staff are confident in using interactive whiteboards in their lessons and pupils talk enthusiastically about lessons that feature their use. When looking at samples of pupils' work, talking with them and watching them use ICT in various lessons, it can be seen that teaching ensures pupils' achievements are satisfactory. They are taught skills effectively and in a systematic way that promotes continuity and progression in learning.
67. During the inspection, in a very good lesson, pupils in Year 2 took turns at programming a 'Roamer' to move about the room. Pupils recalled previous learning well and confidently predicted how far the 'Roamer' would travel. They showed very good understanding of how to enter instructions and contributed enthusiastically to class discussion. The teaching assistant supported a small group of younger pupils well. In Years 3, 4 and 5 satisfactory lessons were observed that promoted the development of new skills that were practised during the week. Skills taught were appropriate and related to e-mailing in Year 3, use of spreadsheets and data handling in Year 4 and problem solving with a simulation program requiring the use of control in Year 5. Pupils achieved appropriately.
68. Good leadership and management of the subject have ensured that funding available to develop the subject has been well spent. Since the previous inspection, hardware and software have been upgraded and the use of the interactive whiteboard has significantly improved whole-class teaching. The school improvement plan correctly identifies ICT as an area for further development and highlights the specific actions required to raise standards. The objectives and strategies to be used in the plan are clear. Some aspects of the subject, such as assessment and the use of data-loggers are underdeveloped. However, standards

have risen and there has been satisfactory development of provision since the previous inspection.

Information and communication technology across the curriculum

69. Discussion with pupils, lessons and work samples indicate that the use of different programs is established and supports learning in many areas of the curriculum. For example, good use was seen of a data handling package to support work in mathematics as pupils explored the use of an 'Excel' spreadsheet and transferred information on to a 'pie chart' and other graphs. The use of the internet to access maps of the rail network and London underground also helped pupils to consider the best route to take to travel from Torquay to Buckingham Palace when considering possible journeys during their geography lesson.

HUMANITIES

70. No geography or history lessons were observed during the inspection therefore no judgements can be made about overall provision in these two areas. RE was inspected separately.
71. Current work in **history** and **geography** from all the classes was scrutinised and suggests that pupils are likely to be working at appropriate levels in both of these subjects. There was a discussion about geography and history provision with the humanities co-ordinator. Indications are that the curriculum coverage is thorough. In Year 6, when pupils learn about life in Ancient Egypt, teachers exploit links with literacy and other subjects, such as ICT, effectively. Examples of work demonstrated a range of writing styles from biographies, creative descriptions of the past to chronological accounts. Work seen also demonstrated satisfactory levels of attainment in relation to geographical enquiry and skills. The humanities subject leader has revised both schemes of work and has updated resources and monitors teachers' plans to ensure appropriate coverage. The school development plan shows that the use of ICT and the monitoring of teaching and learning are to be developed further in the coming academic year.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. Art and design is reported fully but as no lessons were seen in music, design and technology or physical education it is not possible to report on overall provision in any of these areas. Planning, evidence around the school and talking with pupils suggest appropriate coverage of the curriculum.
73. Currently there is a temporary subject leader for **music**. The school is in the process of implementing an action plan that, amongst other key developments, seeks to provide specialist teaching in this area. The school has budgeted for and is aiming to provide additional teaching support to help class teachers implement further the scheme of work that has been introduced since the previous inspection. The introduction of this scheme has been supported by staff in-service training and the impact on teaching has been monitored. The school has also spent considerable sums of money on purchasing instruments. The choir has recently been rejuvenated with the support of a friend of the school and peripatetic teachers offer additional tuition. Visitors to the school, such as drumming groups, offer additional opportunities to pupils and raise their cultural awareness. Although no overall judgements can be made about provision, indications are that the school is offering more musical opportunities than were seen previously and improvements are likely to have been made.
74. In **physical education**, pupils are given appropriate experiences that ensure they are well supported in their learning and they cover all areas of the curriculum at least satisfactorily. The subject leader puts a great deal of effort into managing the subject. This ensures pupils are given many additional sporting opportunities. Some of these take place away from the school itself and help to promote pupils' social skills as they meet and learn with others. Visitors to the school include the local cricket club who run workshops to develop pupils' skills. Pupils have

also had access to football coaching through an initiative linking schools with Torquay United Football Club. Links with local secondary schools and a commitment to winning the 'Healthy Schools Award' appear to have had a beneficial impact on pupils' learning and their achievement in this area. Regular events such as an annual residential visit and the 'Pupils under Pressure' event at Brixham extend and enhance pupils' learning in this area very well. Dance provision is supported effectively by visits from experts who lead workshops to develop pupils' skills and achievement in this area of the curriculum.

75. The school has invested heavily in providing pupils with equipment to support activities during play-times. This has had a beneficial impact on their behaviour as well as their physical development and achievement. During breaks pupils were seen enjoying basket-ball and taking part in other games. Although it is not possible to make overall judgements about standards and teaching, indications are, that since the previous inspection, the school has improved the curriculum on offer to pupils.
76. No lessons were observed in **design technology** during the inspection. Evidence is taken from teachers' planning. The statutory curriculum is in place and is taught at specific times in the year as a unit of work. The time allocation is appropriate. The scheme of work closely follows national guidance. A varied and interesting range of activities supports pupils' learning well.

Art and design

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

Main strengths and weaknesses

- Pupils attain above average standards.
- Teaching is good because pupils are challenged to learn new skills and techniques in a progressive way.
- Pupils' cultural development is fostered very well through art and design.
- The leadership of the subject is effective.

Commentary

77. All pupils achieve well and the vast majority reach above average standards in art and design. This is because teachers have good subject knowledge and concentrate on developing pupils' skills systematically. This makes certain they master techniques effectively by practising newly acquired skills in a range of situations and with a wide variety of media.
78. Lessons observed during the inspection were good or better. Pupils are motivated by the thoroughly planned and interesting activities that teachers introduce into their lessons. In a very good lesson with the oldest pupils, the teacher made sure the class developed skills relating to perspective. Through her thorough preparation, and supported by carefully chosen examples of work to help them, pupils were able to develop their techniques effectively. They became familiar with terms such as 'vanishing point'. The outcomes of their work were presented carefully and with pride in their own, individual art books. These art books show clearly the good progress that each pupil has made in their art work.
79. A good lesson in Year 2 saw pupils developing their detailed pencil sketches of large shells and other natural objects. These had been drawn from four views during a lesson in the previous week. The line, colour and tone of one of the drawings were explored further using tissue paper as a medium. Very careful work emerged that required pupils to tear paper and experiment with the effect of layering different muted colours one on top of another. Results showed attention to detail and were of a good quality. Pupils had explored this technique really

thoroughly when portraying an interpretation of Monet's work and drew on their prior knowledge well to create their images.

80. Art and design contributes significantly to raising pupils' awareness of their own and other cultures. A recent 'Arts Week' gave pupils the opportunity to research the work of artists such as Tony Hudson. His images of 'Out of Africa' inspired high quality work from the pupils. Their use of 'hot' colours and very simple form resulted in impressive images. The pupils were so interested in this artist's work that they wrote to his wife to gather more information about his life and work. Other work relating to the 'Arts Week' involved studying Aboriginal work, the work of twentieth century artists such as Klee, O'Keeffe and Duffy as well as the old masters, Van Gogh and Monet. An exhibition of work, to which all pupils contributed, was very well received by parents and celebrated pupils' good achievements that were observed during the inspection.
81. The good leadership and management of the subject are effective and ensure pupils are involved in a wide range of additional opportunities such as working with willow sculpture and creating murals with the support of visiting artists. All these events contribute to their good achievement. The attention to the monitoring of planning, standards, teaching in lessons, the use of assessment and the continuous striving for improvement is clear. This has helped to ensure good improvement since the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. Work in this area, which the school calls '**Education and Personal Relationships**' was sampled. The school's documentation and visits to lessons indicate that the school is serving its pupils well. It has been awarded 'Healthy Schools' status. Information gathered from talking to the assigned subject leader shows that management is good. The school gives effective attention to pupils' personal development. This is supported by weekly time-tabled sessions. Visitors to the school also make a significant contribution to this aspect of the school's work. Doctors, nurses, dieticians and sports enthusiasts have all helped pupils achieve well and acquire greater understanding of themselves and their bodies. Knowledge is also promoted successfully within other areas of the curriculum, as was seen in science lessons when pupils researched healthy diets. The school makes certain that it celebrates pupils' involvement and successes in out of school activities, as well as those that happen in school. The school council gives pupils opportunities to take part in a useful part of the school's work and this fosters their awareness of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	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	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
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	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).