

INSPECTION REPORT

**St. Marychurch Church of England Primary and
Nursery School**

St. Marychurch, Torquay

LEA area: Torbay

Unique reference number: 113473

Headteacher: Mr. P. Woodhouse

Lead inspector: Mrs. J. Ikin

Dates of inspection: 17th – 20th May 2004

Inspection number: 257815

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:	3 - 11
Gender of pupils:	Mixed
Number on roll:	348
School address:	Hartop Road St. Marychurch Torquay Devon
Postcode:	TQ1 4QH
Telephone number:	01803 329070
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Appropriate authority:	Governing body
Name of chair of governors:	Father David Lashbrooke
Date of previous inspection:	1 st June 1998

CHARACTERISTICS OF THE SCHOOL

St. Marychurch Church of England Primary and Nursery School is bigger than most other primary schools. It has traditional ties with the local community and is popular with parents because of its Church of England nature. The majority of pupils are from White United Kingdom, European and other white backgrounds. Mixed white and black Caribbean and mixed white and Asian heritages are also represented. Six pupils speak English as an additional language, which is a little above average. The socio-economic nature of the area is varied but overall it is below average. There is a high rate of mobility at the school. There is a wide spread of attainment on entry but overall it is below average. The percentage of pupils with special educational needs and the number with a Statement of Special Educational Need are both above average. These needs include specific and moderate learning, social, emotional, behavioural and communication difficulties and physical disability. The school has a 'Sport England Active Mark' and has applied for a 'Basic Skills Quality Mark'. It won a 'Schools Achievement Award' in 2003. It belongs to the Torbay 'Sports Partnership' and a 'Family Learning Programme' takes place at the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3349	Jacqueline Ikin	Lead inspector	Information and communication technology Geography History
10329	Brian Sampson	Lay inspector	
20645	Rosemary Webber	Team inspector	English Personal, social, health education and citizenship English as an additional language
31975	Kay Andrews	Team Inspector	Science The Foundation Stage ¹ Special educational needs
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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. It has a distinctive Christian ethos that is very effective in developing pupils' confidence and self-esteem. Pupils achieve well and standards are broadly average by the end of Year 6. It is well led and managed by the headteacher, senior staff and governing body and teaching is good overall. The school gives good value for money.

The school's main strengths and weaknesses are:

- Strong, principled leadership of the headteacher promotes an atmosphere of mutual trust, care and concern for individuals throughout the school.
- Provision in the nursery is outstanding.
- Standards of reading are above average and pupils' achievements are very good, however, higher attaining pupils do not achieve as much as they should in science in Years 1 to 6 and in mathematics in Years 1 and 2.
- Provision for sport is very good and this contributes to above average standards in physical education.
- The school has a very strong commitment to inclusion and provision for pupils with special educational needs is very good.
- Pupils' personal development is very good and behaviour is good.
- Visits, visitors and after-school activities are used very well used to support the curriculum but there are weaknesses in the development of skills in some subjects.
- Assessment is not rigorous enough in subjects other than English and pupils are not sufficiently involved in assessing their own work.
- There are very strong links with the parish church, the local community and parents.
- Subject co-ordinators are not as involved as they should be in checking standards, teaching and learning by observing lessons and looking at work in subjects other than English.

The school's improvement since the previous inspection is good. Teaching is better and standards and achievement in English, mathematics and information and communication technology (ICT) have improved. The school has addressed the recommendations from the previous inspection. It has set itself challenging targets for further improvement and is on course to meet them.

STANDARDS ACHIEVED

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar prior attainment

Achievement is **good** overall. Pupils overall attainment is in line with that expected in Year 2 and Year 6. Standards in Year 2 are above average in reading, below average in writing and average in mathematics and science. In Year 6 they are average in English, mathematics and science. Not enough pupils are achieving at the higher levels in science in Year 2 and Year 6 and in mathematics in Years 1 and 2. Standards in information and communication technology

(ICT) and history are in line with the levels expected by Year 2 and Year 6 and pupils' achievement is good in these subjects. The achievement of pupils with special educational needs and those who speak English as an additional language is good. The achievement of children in the Foundation Stage is good. Most pupils are on course to meet the goals that are set for them by the end of the reception year although few are likely to exceed them except for in personal and social development. The nursery is having a significant impact on standards. Pupils' **personal qualities**, including their attitudes to the school **are very good**. Behaviour is generally good. Their **social, moral, spiritual and cultural development is very good**. Attendance is satisfactory and punctuality is good

QUALITY OF EDUCATION

The **quality of education** provided by the school is **good**. Teaching and learning are good overall. The curriculum for English and mathematics is good. 'Early Literacy Support' and 'Reading Recovery' programmes have had a significant impact on raising standards in English. Pupils of all abilities apply themselves well to tasks set and work well on their own and with other pupils. Work planned for pupils in adjacent year groups is often too similar and there is not enough challenge for higher attaining pupils in science throughout the school and in mathematics in Years 1 and 2. After school activities, including sport, make a considerable contribution to the curriculum and there is very good use of visits and visitors to enrich the curriculum and make it interesting to the pupils. Assessment is satisfactory overall and good in English. It is not rigorous enough in other subjects and pupils are insufficiently involved in assessing their own work and progress. Links with the local community, the parish church and parents are very good. The accommodation and resources are good overall and very good in English. The school makes good use of all the space available including the grounds. However, the multi-levelled nature of the site makes access difficult for those with a physical disability.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Governance is good

The headteacher provides good leadership and is held in high regard by governors, parents, staff and pupils. He is supported well by the deputy headteacher and senior staff. Good teamwork is a feature of the school. There are satisfactory systems for checking the results of annual tests and these are used well to identify priorities for improvements. However, the subject co-ordinators are not sufficiently involved in checking teaching, learning and standards. There is good financial planning and efficient day-to-day financial administration. Governors give good support to all aspects of school life.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally pleased with the school. Pupils enjoy school and are mostly very happy there.

IMPROVEMENTS NEEDED

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

- Improve the achievement of higher attaining pupils in science throughout the school and in mathematics in Years 1 and 2.
- Improve planning for the development of skills in subjects other than English and mathematics.

- Improve the precision and use of assessment in subjects other than English and involve pupils more in assessing their own work.
- Develop the role of subject co-ordinators in checking standards, teaching and learning in their subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is **good** in all years. Most children in the Foundation Stage are on course to reach the goals set for them by the end of the reception year although few are likely to exceed them except in their personal and social development. Standards in Year 2 are above average in reading, below average in writing and broadly average in mathematics. In Year 6 standards are average in English and mathematics. Although most pupils achieve the expected levels in science few achieve above them throughout the school. Standards in information and communication technology (ICT) and history are broadly in line with those expected and standards in physical education are above the level expected.

Main strengths and weaknesses

- The nursery is having a significant impact on raising standards.
- Standards have improved in English and mathematics and pupils achieve very well in reading.
- Not enough pupils are achieving at the higher levels in science in Year 2 and Year 6 and in mathematics in Years 1 and 2.
- Standards and achievement are better than they were in information and communication technology (ICT).
- Pupils achieve very well in physical education.
- Pupils who have special educational needs achieve well.

Commentary

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

Standards in:	School results	National results
reading	15.3 (16.0)	15.7 (15.8)
writing	14.1 (14.5)	14.6 (14.4)
mathematics	15.8 (15.9)	16.3 (16.5)

There were 46 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	27.5 (26.6)	26.8 (27.0)
mathematics	25.6 (26.1)	26.8 (26.7)
science	27.7 (27.4)	28.6 (28.3)

There were 37 pupils in the year group. Figures in brackets are for the previous year.

1. On entry to the nursery children's attainment is below average. A number of children have speech and language difficulties or unclear and immature speech when they first start school. Their achievement is good in relation to these low starting points in all the areas of learning because of the excellent start they get in the nursery, and the good teaching they receive in the reception classes. Most children are on course to meet the goals that

are set for them in communication, language and literacy, mathematics, their knowledge and understanding of the world, and their physical and creative development by the end of the reception year, although few will exceed them. They often exceed the goals set for them in their personal and social development.

2. The school's results in the national tests for Year 2 and Year 6 pupils' show an improving trend, which is above the national trend in English and mathematics. This is as a result of the school's clear focus on improvement in these subjects. There has been:
 - increased training for the teaching of reading, writing and mathematics;
 - improved resources for English;
 - better use of assessment to inform planning for pupils' different needs;
 - a wider range of strategies for helping pupils when problems occur;
 - additional support for higher attaining pupils in Years 5 and 6 in these two subjects;
 - better use of test results to identify where the school needs to concentrate its efforts in order to improve standards.
3. Fluctuations from year-to-year can be explained by, the differing proportions of pupils with special educational needs in some year groups and the varying numbers and capabilities of pupils who join the school after the usual starting time, particularly in Years 5 and 6. Close analysis of individual pupils' records in English and mathematics shows that more pupils now achieve the levels expected in Year 2. The records of the pupils in Years 5 and 6, who started at the school and have remained throughout, also show good achievement in relation to their starting points on entry to the school, with the majority of pupils reaching the level expected for their age. The school has recognised that not enough pupils achieved at the higher levels in mathematics in the 2003 tests and it has taken effective action to improve the situation in Years 5 and 6 through the provision of booster classes and through setting arrangements. It has not yet addressed the needs of higher attainers in mathematics in Year 2 to a sufficient extent.
4. Inspection findings show that pupils' achievement in science is broadly satisfactory and standards are average in Year 2 and Year 6, which is similar to the findings of the previous inspection. Although pupils are acquiring a satisfactory knowledge of scientific facts, their skills of scientific enquiry are not developed as well as they should be and this is preventing some pupils from achieving at the higher levels.
5. In information and communication technology (ICT) standards are average in Year 2 and Year 6. This represents good achievement in relation to pupils starting points and is an improvement since the previous inspection. Standards have improved enough since the previous inspection because the school has improved its resources and there is good teaching in the subject. For example, good use is made of the expertise of the subject coordinator in Years 3 to 6 to ensure that all pupils have opportunities to learn the whole range of computer skills. Although class teachers give satisfactory opportunities for pupils to apply these skills in other subjects of the curriculum, the school recognises that this is an area for further development. The recent acquisition of interactive whiteboards is part of the improved resources.
6. Pupils achieve very well in physical education in relation to their starting points on entry to the school and standards are above those expected for pupils at the end of Year 6. This is an improvement since the previous inspection and is a result of good teaching, the wide and varied provision the school makes for physical education, good leadership and management by the co-ordinator and the good links with other schools through the 'Sports Partnership' initiative.

7. Pupils with special educational needs achieve well and reach the targets outlined in their individual education plans. There is much evidence to show that the school has been very effective in moving pupils down and off the register because their difficulties have been resolved. This is a strength of the school. Pupils who have moved off the register, however, are still very carefully monitored to ensure that they continue to make good progress.
8. Pupils who speak English as an additional language achieve well and there is no significant difference between the achievements of pupils from different ethnic groups.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and personal development are **very good**. Behaviour is good. Spiritual, moral, social and cultural development is very good. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Pupils' attitudes to their learning are very good.
- Pupils with special educational needs improve their self esteem and grow in confidence.
- The school works very hard to promote good behaviour.
- Relationships are very good at all levels.
- The school's Christian foundation permeates through all aspects of the school's work and this contributes significantly to pupils' spiritual, moral, social and cultural development.

Commentary

9. Pupils' attitudes, behaviour and personal development have improved since the previous inspection. Across the school pupils show very good levels of interest in lessons, they are eager to answer questions and show very good levels of sustained concentration when working independently or in groups. Pupils behave well in lessons and around the school. Relationships are very good. Pupils generally work and play well together and show high levels of concern, respect and care for others.
10. A large number of pupils on the special educational needs register have been identified with behaviour and emotional difficulties. The school has to work very hard to achieve good standards of behaviour and to successfully integrate these pupils into lessons. In the majority of classes these pupils are managed very effectively, particularly because of the very good support they get from learning assistants. The school has also funded a counsellor to help support pupils with emotional difficulties and this is proving effective in meeting their needs. All pupils with special education needs demonstrate good levels of confidence. They are eager to learn because they are given the skills they need to succeed in their lessons.
11. Teachers promote the spiritual, moral, social and cultural development of pupils very effectively and pupils soon develop a sense of respect for others feelings, values and beliefs. Both spiritual and moral development is strongly promoted in assemblies and religious education and also very effectively through other subjects such as personal and social education and science. For example, children in the nursery gazed wide eyed with wonder as they observed a butterfly emerge from its cocoon and spread its wings for the first time.
12. Moral development is promoted very well through an effective and very consistently applied behaviour policy. All adults provide pupils with very good role models and this helps pupils' gain a good understanding of what is right and wrong. The school promotes very good relationships and there are very few instances of bullying, racism and other forms of harassment. On the rare occasions they occur they are dealt with very effectively. The school does much to develop pupils' confidence and self esteem through its positive reward system and through well planned activities and events such as sporting activities and the performing arts. Pupils' personal and social development is also very well supported through the effective teaching of the school's personal, social, health and citizenship policy, including the school council, which is part of this provision.

13. Pupils are keen to take on responsibility and older pupils take on important roles that help the smooth running of the school. This helps them to learn some of the differences between right and wrong and also develops their social skills. For example, older pupils are trained as playground mediators in order to help resolve any problems that may occur in the playground between pupils. Pupils participate enthusiastically in all that the school has to offer, particularly in extra-curricular activities and this supports their social development and plays a significant role in pupils' good achievement, particularly in physical education.
14. Good provision for the creative arts curriculum supports pupils' social development well through a range of drama and musical events, such as school productions, visits to the theatre and visiting musicians. Teachers also promote pupils' cultural development including, both Western and non-Western cultures very effectively through other subjects. A good example of this was the visit of an African musician and artist during the inspection. Pupils watched and listened with wrapt attention as he told them about the traditions of the Sudan, demonstrated dances and taught them songs. Local culture is also celebrated through special events such as the school's May Day celebrations, which are closely linked with the church.
15. Attendance rates at the school are satisfactory. The school works effectively to promote good attendance and punctual arrival at school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.0
National data:	5.4

Unauthorised absence	
School data :	0.3
National data:	0.4

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

16. The school only uses exclusions as a last resort and follows the procedures for exclusions rigorously. Such action is followed up sensitively but firmly, with programmes of pastoral support, when pupils return to school. This is almost always effective in improving the behaviour of the individuals concerned.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – other White backgrounds
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – other mixed background
No ethnic group recorded

No of pupils on roll
249
4
1
1
2
2
9

Number of fixed period exclusions	Number of permanent exclusions
5	2
0	0
0	0
0	0
0	0
0	0
0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Good teaching enables all pupils to make very good gains in their learning. The curriculum is satisfactory and the school provides a very good standard of care for its pupils. There are very good links with parents and the community.

Teaching and learning

Teaching and learning are **good** overall.

Main strengths and weaknesses

- Teaching in the nursery is excellent.
- There is good teaching in English, mathematics, ICT and physical education.
- There is insufficient challenge for higher attaining pupils in science in Years 1 to 6 and in mathematics in Years 1 and 2.
- Classroom organisation and management are good and pupils have the skills they need to work independently.
- There is very good encouragement and support to individual pupils, particularly those who have special educational needs.
- Assessment in English is good but it is too general in other subjects of the curriculum and not enough is done to involve pupils in the evaluation of their own learning.

Commentary

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (10%)	8 (16%)	23 (47%)	13 (27%)	0 (0%)	0 (0%)	0 (0%)

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

- Teaching and learning have improved since the previous inspection. Teaching and learning in the nursery are excellent and good in the reception classes. There is an effective emphasis on the basic skills of literacy and numeracy and well planned opportunities for children to learn through play. Assessment is excellent in the nursery and very good in the Foundation Stage as a whole. It is used very well to plan for the particular needs of individual children. A good example of this is planning for a child in the nursery who has been identified as being gifted in English. He can already read and is now being encouraged to write and make his own reading books, using the computer, in response to photographs taken by the teacher.
- Teachers have a good range of strategies to ensure that all pupils have access to learning in English. Tasks are well matched to pupils' different capabilities, ensuring that pupils work at appropriately challenging levels. In the most effective lessons questioning is used well to deepen pupils understanding and to ensure that all pupils, whatever their capability, take a full part. A very good example of this was seen in a mixed Year 3 and 4 English lesson on persuasive writing. The teacher checked that pupils had remembered basic facts about persuasive writing, she then checked their understanding of the technical terms involved, led them through an analysis of an advert to help pupils' understand why it was effective and finally asked the pupils to evaluate adverts for themselves, giving their reasons for their judgements. Learning was very effective

because pupils had to think hard about each question and so deepened their knowledge. Reading activities are always very well structured and very good use is made of focussed group reading to teach pupils specific skills.

19. In the main there is a good range of strategies to ensure that pupils work at suitable levels in mathematics. For example, pupils in Years 5 and 6 are taught in ability sets and there are additional booster classes for higher attaining pupils. Although teachers tend to use talking and listening as their main teaching style they also make use of pictures and visual clues as well as practical methods. This ensures that pupils who learn in different ways have access to learning. The beginnings of lessons are used well to help pupils recall their work from previous lessons and so they are able to connect their new learning with what has gone before. Where there are weaknesses it is in Years 1 and 2, where tasks are not always sufficiently challenging for higher attaining pupils and this limits achievement at the higher levels.
20. Teaching and learning in science lessons seen during the inspection was satisfactory overall. There is good teaching of scientific facts. This enables most pupils to reach the levels expected for their age by the end of Year 2 and Year 6. However, there are weaknesses in planning for the increase of scientific skills year-on-year. There are not enough opportunities for pupils to ask their own scientific questions and plan their own experiments in order to develop their learning by applying their skills in new contexts. This results in a particular lack of challenge for higher attaining pupils and as a result they do not always achieve the standards that they are capable of.
21. The subject co-coordinator teaches all pupils in Years 3 to 6 and this ensures that they have a thorough understanding of basic computer skills. She has a good understanding of the subject and gives very clear explanations and instructions, which help pupils to use computers independently. Good planning ensures that all aspects of the subject are covered and this, together with an improvement in resources, is a significant factor in the improvements that have been made in standards since the previous inspection.
22. Physical education is taught by teachers who have a particular expertise in the subject. There is very good coaching of specific skills and this enables pupils to achieve high levels.
23. Classroom organisation and management are good. Teachers make good use of all the time that is available in lessons. Pupils are very well managed and there is good preparation and use of resources to support pupils' learning. Teaching assistants are very well deployed to support the pupils who most need help and this makes a significant contribution to the progress that they make. There is very good communication between the teachers and their assistants and this flow of information ensures that pupils' work and progress is monitored carefully. All teachers have very good relationships with their pupils, and as a result an atmosphere of mutual trust has been created in which pupils grow in confidence and are eager to learn. Pupils concentrate well on their work and are taught the skills that they need to work independently. For example, they organise their own resources and confidently make use of reference materials when they need them in the course of their work. The school's behaviour policy is consistently applied and results in good behaviour in lessons because pupils know clearly what is expected of them.
24. The quality and range of assessments of pupils' progress and achievement are good for English and satisfactory for mathematics. Assessment procedures are in place for other subjects but they are not sufficiently systematic and they rely too heavily on the teachers' good informal knowledge of their pupils. Pupils are aware of the targets that are set for them in English and mathematics but their understanding of how they can improve is weak and they are not as involved as they should be in the assessment of their own work. For example, learning objectives are usually shared at the beginning of lessons. Pupils

understand them and this helps pupils to understand the purpose of lessons. More could be done to involve pupils in assessing their learning at the end of lessons, however.

25. Very early intervention is the key to the school's success in supporting pupils with special educational needs and this starts with a series of home visits before children even start school. Their needs are very carefully assessed and monitored when they start school to ensure teachers can prepare work for them at the right level. This results in good achievement. The learning assistants provide very good quality support in lessons.

The curriculum

The curriculum is **satisfactory** overall. Opportunities for curriculum enrichment are very good. The accommodation is good and resources for learning are good overall.

Main strengths and weaknesses

- A range of well planned extra-curricular activities, visits and visitors to the school significantly enhances pupils learning across the curriculum.
- The school provides very good support for pupils with special educational needs.
- The curriculum in the nursery is highly effective in engaging children's interest and helping them to learn.
- The provision for pupils' personal, social and health education is very effective.
- Curricular planning does not ensure an increase in key skills year-on-year in some subjects.
- The school has improved its grounds, accommodation and resources since the previous inspection.

Commentary

26. The school offers its pupils a broad curriculum, which fully meets statutory requirements, including provision for religious education. Provision has improved since the previous inspection. Provision for English and ICT is better than it was, and the school now has a nursery and improved provision in the reception classes.
27. Well planned visits and visitors to the school are used very effectively to make learning meaningful and interesting in many subjects across the curriculum. For example, the school has a very strong sporting tradition and extra-curricular activities such as inter-school sporting events contribute significantly to pupils' social development and to the above average standards they achieve in physical education.
28. The National Literacy and Numeracy Strategies are being used well and are having a significant effect on raising standards. 'Reading Recovery' and other intervention strategies such as 'Early Literacy Support' have proved very effective in helping pupils with special needs. The school has reluctantly stopped the 'Reading Recovery' programme recently due to lack of funding. There is a particular emphasis on monitoring the progress of individual pupils and responding flexibly to their needs, particularly when they need additional help. This includes well focussed and effective support from teaching assistants and additional lessons outside the classroom.
29. The school is fully committed to inclusion and it ensures all its pupils have equal access to the curriculum and all other activities that it provides. A good programme of work has

been implemented by the school in order to develop pupils' personal, social and health education and citizenship. Sex and relationships, and alcohol and drugs misuse is also effectively included in this provision. However, although the school does all that it reasonably can, the multi-levelled nature of the school site limits access to pupils with a physical disability.

30. Curriculum planning ensures that all aspects of the National Curriculum are taught. However, in some subjects, for example, science, geography and history, the work planned is too similar for adjacent year groups. For example, in science, the work that pupils do in Year 1 is similar to that in Year 2 and the work of Year 3 pupils is very similar to that completed by Year 4 pupils. Insufficient attention is paid to planning for a year-on-year increase in the skills of scientific enquiry. Consequently some pupils, particularly those who are higher attaining, do not achieve as much as they should.
31. The curricular provision for children in the Foundation Stage is very good overall. The nursery provides an extremely exciting curriculum which is full of interesting practical experiences that engage children's interest and help them to learn using all their senses both indoors and outside. Provision for outdoor play is excellent in the nursery, but satisfactory in the reception classes where children do not have the same degree of immediate access to a secure outdoor play area. The school does all that it can to help reception aged children to develop their skills of co-ordination, confidence, control and balance through working in the hall and on the playing field. There are also planned opportunities for children to work outside to extend their experiences in other areas of learning. Plans are in hand to establish a play area specifically for the needs of children in the reception class.
32. The school is in a delightful setting and very good use has been made of its grounds to support learning in all areas of the curriculum. For example, an artist has worked with pupils to develop some living, willow structures, and an archaeological dig has promoted pupils' interest in history by revealing something about the farm that occupied the site before the school was built. The playing fields are in almost constant use, both during school time and after school, for sport. The accommodation is being continually improved. The new block housing the nursery, ICT suite and family learning unit is a good example of this. Resources for English have improved since the previous inspection and there is also better equipment for ICT.
33. Provision for pupils who have special educational needs is very good. Individual education plans are of good quality. Detailed specific targets are set out in small achievable steps, so that long-term targets, that are particularly thorough, can be met successfully. These targets are reviewed regularly so that very good evaluations of progress are made.

Example of outstanding practice

The nursery teacher has an excellent understanding of the needs of young children and this has enabled her to provide an environment, which is full of rich and exciting experiences.

Children's eyes opened wide with amazement as they watched butterflies emerging from cocoons, played with model animals in the long "jungle" grass they had grown themselves, and launched large coloured balloons and floaty scarves high into the air. Children squealed with delight and were keen to share their experiences with visitors. All staff monitor and record children's progress throughout the day so that adjustments to planning can be made where

necessary. They respond to individuals and so children of all ability levels know that they are greatly valued. A higher attaining child, for example, was proud to show off his own storybook that he was helped to write on the computer in response to photographs taken by the teacher. Children who have special needs are identified well before they start school so that appropriate provision can be made for them.

Care, guidance and support

34. The school cares for its pupils **very well** in a safe environment and good child protection procedures are in place. There is good support and guidance for pupils and their views are sought and acted upon very well.

Main strengths and weaknesses

- The school has effective child protection and health and safety procedures in place.
- The school's provision to guide and support pupils is very effective.
- Staff have very good supportive relationships with their pupils.
- There are very good arrangements to act on pupils' views and to give them a sense of responsibility for their school.
- Induction arrangements are very effective.

Commentary

35. The headteacher is the named and trained child protection person. One other member of staff plus a governor are also trained. They ensure that all staff are relevantly briefed. The school maintains an up to date written policy and has good liaison with the local social services.
36. The school ensures that risk assessments are raised for every eventuality. There are several trained first aid personnel, well known by all pupils, and accident and medicine procedures are caring and efficient. Good use is made of outside professional help such as the police and school nurse. The school has had a recent survey to inform its Disability Access Plan. Although it has specialist toilets and showers and wheelchair access, the nature of the school site puts the costs of immediate full conversion far beyond the schools means. However, the school has a rolling plan to improve access as funding become available.
37. From returned questionnaires and talking to children it is clear that they all have someone in the school to whom they can turn for advice, confidence or comfort. All members of staff are very accessible and the school council is regularly consulted, both by pupils and staff, to try and improve provision of support and advice. All pupils know that they have access to 'Child Link-line' and the headteacher knows each child personally.
38. Induction arrangements are very caring at whatever age the children join the school. Pre-nursery or reception home visits are made and as much time as possible is given to school visits for the children. The school's council was asked if there needed to be home visits for older pupils joining. The answer unanimously confirmed that the school's existing arrangements are good.
39. The involvement of the pupils by asking their advice is high on the schools agenda. In addition to consulting the school's council, regular questionnaires are completed by the pupils and ideas are discussed informally. Recently, the children have influenced the fitting of new window blinds and playground markings.

40. Pupils have very good relationships with teachers and they are confident in approaching them when they have a problem. The headteacher has a high profile around the school and knows all the pupils and families well. This contributes to the effectiveness of the support that they receive when problems occur. Pupils with special educational needs are very well supported, because the school cares about them and is keen to ensure they make good progress with their learning and reach their full potential. The special educational needs co-ordinator knows the pupils very well and talks about their needs very knowledgeably in terms of staffing, resources and support. Together with teachers she strives to develop very good links with all outside agencies, in order to give the best possible support to pupils. A good example of this is the effort to ensure that exercises, prepared by the speech therapist, are carried out in school as well as home

Partnership with parents, other schools and the community

Most parents have **very positive** views of the school and appreciate what it is doing for their children. The school has very **good** links with its parents, the local community and **satisfactory** links with other schools in the area.

Main strengths and weaknesses

- Parents receive very good quality information.
- Parents make a very positive contribution to the school and their children's learning.
- The school's procedures to ensure satisfaction and to deal with any concerns and complaints are very good.
- The school's provision of extended services and educational support programmes is very good.

Commentary

41. From returned questionnaires and talking to parents a very high majority consider this to be a good, caring school and the inspection corroborates this. A very small minority of concerns on behaviour and homework were not evident from the inspection. Most parents say that their children like school and they, as parents, appreciate the openness of the staff.
42. The school's provision of information to its parents about the school and about the pupils' standards and progress are very good. The prospectus and annual governors' report comply fully with all current statutory requirements. Annual pupil reports comment on all subjects, are easy to understand, say what a child can do and give realistic targets. Parents also appreciate mini reports in autumn and spring on attitudes and behaviour. There are three parent evenings a year and easy access to the headteacher and staff. Parents also appreciate the regular curriculum information and informative newsletters.
43. The involvement of parents in the school is very good. The school actively seeks their views and acts upon them. A number of parents come in and help with art and design, design and technology, reading and keeping the extensive outside area in good order. The volunteers are co-ordinated by "The Community "Action Team". The School Friends Association is very much appreciated by the school for the considerable funding that it has raised towards, books, computer equipment and early years play equipment. Most appreciate the home/school reading scheme and the help that they give to their children at home makes a significant contribution to the standards that the school achieves in

reading. The school has very good procedures for dealing with complaints and prides itself that the majority are settled amicably.

44. The school has very good links with the parish church, which is used for regular services, art, history lessons and learning about baptisms and weddings. Local businesses sponsor the football kit and have supplied tiles for a mosaic. The school has good links with special schools and very effective sporting links with other schools.
45. The school's provision of adult education classes for parents is popular and has proved to benefit their children's learning considerably.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The leadership of the headteacher is **good** and the deputy headteacher and senior staff give good support. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher promotes teamwork and has established a strong ethos reflecting the Christian nature of the school.
- The school is highly inclusive.
- Subject co-ordinators are not as involved as they should be in checking standards, teaching and learning.
- The school runs smoothly and effectively.
- The governors are actively involved in the life of the school.

Commentary

46. The good leadership and management of the school have been sustained since the previous inspection. The headteacher, together with the governors, have been very active in shaping the vision, which underpins the atmosphere and direction of the school. It is based on Christian values and effectively permeates all aspects of school life. This aspect of the school's provision is well supported by the headteacher's example and commitment, with the result that teamwork and mutual respect are evident everywhere. All staff are hardworking and really care about the education and welfare of each individual pupil, even through a period of uncertainty, when redundancies were made due to budget constraints, the culture of the school was maintained. As a result the school is a strong community, where individuals feel valued. The leadership and management of the deputy headteacher and senior staff are good.
47. Professional development opportunities for staff have improved since the previous inspection and the senior management team now plays an active role in performance management. Co-ordinators monitor curricular intentions, as shown in planning, for instance, and undertake work scrutiny. However, there is limited release time for some co-ordinators to monitor the quality of teaching and learning in their subjects. As a result shared knowledge and understanding of strengths and weaknesses in provision is not always sharp enough to evaluate their impact on learning. In some subjects, such as physical education and ICT, co-ordinators teach classes other than their own, which has improved pupils' achievement.
48. All school staff contribute towards the school's positive ethos for the inclusion of all pupils.

Financial information

Financial information for the year April 2003 to March 2004 (excluding nursery)

Income and expenditure (£)	
Total income	662,734
Total expenditure	661,230
Expenditure per pupil	2,175

Balances (£)	
Balance from previous year	-4,849
Balance carried forward to the next	1,504

49. The school manages the budget well despite low levels of funding per pupil, which is below the national average. It uses all the funding for special educational needs pupils very well, and augments its provision by using funding from its main school budget. This contributes to the good progress that pupils make. Governors are in discussion with the local education authority over a possible deficit budget at the end of the year. All the recommendations of the last audit report have been put into place and there are good day-to-day procedures for the management of finances. Governors ensure that spending and monitoring are in accordance with best value principles. The school's administrative staff make a very valuable contribution to the smooth running of the school, not only by administering finance, but also by making visitors feel welcomed into the school and dealing sympathetically with problems and concerns when approached by parents and pupils.
50. The governing body fulfils its duties well. Governors, who are hard working and dedicated, know the school's strengths and where it could improve. They support senior managers well and help shape the vision and direction of the school. They make regular visits to the school and meetings are very well attended. All governors are now regularly involved in training to help them in the role, which is an improvement on the previous report.
51. The strong team-work throughout the school, the support of the governing body and local community and the good leadership of the headteacher are significant aids for improvement in the school. Budgetary constraints have been a barrier to improvement.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

52. The Foundation Stage is a **strength** of the school and the quality of provision for children who are under five is **very good** overall. Provision has improved since the previous inspection. A new unit has been built which houses the nursery. Teaching is **excellent** in the nursery and **at least good** in reception. Leadership and management of the Foundation Stage is good overall, enabling all staff, including support staff, to work well together. The co-ordinator has a good idea of where the strengths and weaknesses lie and has put into place an action plan to bring about further improvements, including provision for a high quality outdoor play area for reception children. She has, however, had limited opportunity to monitor teaching and learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **very good** overall and **excellent** in the nursery.

Main strengths and weaknesses

- Achievement in the nursery is excellent. In reception it is very good.
- Teaching and learning are at least very good across the Foundation Stage.
- Children are independent learners with remarkably good concentration skills.
- Children know they are respected and valued by all staff.

Commentary

53. Teaching and learning are very good. Children are on line to exceed the goals that are set by the end of the reception year. They get an excellent start in the nursery where they concentrate on their tasks for long periods because the activities prepared for them are so interesting and enjoyable. Children take turns and share resources and equipment amicably. They take responsibility for the resources that they use and get them out and put them away quite independently. These skills are further developed in the reception class for older pupils. However this independence is sometimes curtailed for younger reception children when tasks are over directed by the teacher.

54. Behaviour is at least very good across all the classes, and often excellent. This is because teachers have such high expectations and children are encouraged to understand the importance of the caring, Christian ethos of the school. There is a friendly, positive atmosphere where girls and boys play calmly and purposefully together and where achievement flourishes. Children know their contributions are valued. This is a strength of the Foundation Stage. They begin to develop an awareness of Christian religious belief when they visit the local church to role-play a baptism. They also begin to develop respect for other cultures and beliefs when they study the traditions of Divali and the Chinese New Year.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **very good** overall and excellent in the nursery.

Main strengths and weaknesses

- Children in both the nursery and reception classes love books and stories.
- Reading skills are developing well, particularly strategies for tackling new words.
- Reading at home is well established and contributes to children's interest in books.
- Writing skills are developing well.

Commentary

55. Teaching and learning are very good. The majority of children achieve very well and on course to reach the goals that are set for them by the end of the reception year. Many children have poorly developed language skills when they enter the nursery. The school recognises this and there is a very good focus on developing speaking and listening skills. Children thoroughly enjoy using the good quality, imaginative and varied role-play areas, such as "The ice cream shop" and "The garden centre", particularly in nursery and in the older reception class. Play is purposeful because adults intervene constantly to further enhance speaking skills. Teachers and class assistants complement each other very well and their calm friendly manner helps children to feel they can express their views easily and their contributions will be valued. Children talk confidently and maturely about their activities as a result, even when their speech is immature and unclear. Many older reception children, therefore, are very articulate, for example, when they talk about the seeds and beans that they have planted and how they have monitored growth and change.
56. Children love books and stories and respond eagerly to opportunities where they can share them. Nursery children thoroughly enjoy recalling the key features and adding the next part of a well-known story. A number of older reception children have already made a good start to reading, know all their single sounds and have a good bank of familiar words. They thoughtfully talk about characters and events in their stories. They eagerly await library sessions with parents when they are helped to choose new books. Opportunities to take books home to read with parents contribute to children's progress and their enjoyment of books. Staff use puppets and other artefacts well to capture interest and stimulate imaginative skills.
57. Writing skills are developing well. This is because children are given such a good start in the nursery, where they are encouraged to mark make from an early stage and recognise and write their own names independently. Many can already form clear recognisable letters. In reception many more able children can write simple sentences with support and enjoy reading their own words back to visitors.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good** overall.

Main strengths and weaknesses

- Teaching in the nursery is excellent and this is having a significant impact on standards.
- Teachers in the reception classes plan well and are successful in motivating and engaging children's interest through a wide range of interesting and practical activities.

Commentary

58. Teaching and learning are good. Children achieve well and most are on course to reaching the goals set for them at the end of the reception year. The teacher in the nursery has very high expectations of children. She responds extremely well to their individual needs by preparing tasks which enable them to learn at a range of levels, and by interacting with individual children to develop their understanding. Children are confident working with numbers within five and some are already working with numbers to nine. Role-play situations are set up to enhance mathematical skills, such as counting objects and money in the "ice-cream shop". The language of mathematics is encouraged as children describe what they are doing as they pour water from big to small bottles and check to see if they are full or empty.
59. In reception children develop these skills further when they work purposefully outside with a class assistant to estimate then measure how many handfuls of rice/pasta will fill different size boxes and how many bottles of water will fill a large/small jug. They play a wide range of simple numeracy games enthusiastically, mainly accurately and with very good concentration. Many recognise and use numbers to ten and beyond and some to 20.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching in the nursery is excellent and activities are planned that are exciting and full of wonder for the children.
- Children are very sensitive and caring about aspects of their environment.
- The outdoor environment is used very well as a resource for learning in both the nursery and reception.

Commentary

60. Teaching and learning are good. Children achieve well and most are on course to meet the goals that are set for them by the end of the reception year. Children in the nursery constantly experience practical opportunities to investigate the richness of the world around them. For example, they have watched the development of butterflies from caterpillars, observed grass growing from seeds that they have planted themselves and gazed in wonder at balloons and scarves as they floated high in the air. They are keen to ask questions and are endlessly curious as to why things happen as they do. They study materials in the woodland and use larger pieces of wood that they find to make decorative frames for their own photographs. They are beginning to develop technological skills when they operate a mouse independently to play a chosen computer game and when they decide which ingredients they need to make cupcakes for a picnic or a fruit salad.
61. Reception children develop their skills well. They investigate objects and materials using all their senses and identify some of the features of living things. For example, they talk enthusiastically about flowers that they have planted. They independently chart and record the growth of their beans in diaries. They gain a growing awareness of past and present in relation to their own lives, for example, when they visited a local museum and played with old toys, which they later compare with their own toys. They explore switches and dials to find out how toys move.

CREATIVE DEVELOPMENT

Provision for creative development is **good** overall and very good in the nursery.

Main strengths and weaknesses

- Children enjoy expressing themselves creatively
- Children sing a wide range of songs and rhymes tunefully and enthusiastically.

Commentary

62. Teaching and learning are good. Children achieve well and most are on course to meet the goals that are set for them by the end of the reception year. The teachers plan stimulating experiences, which capture children's imaginations and motivate them to learn. Children create their own stories and develop their own imaginative ideas very well when using the role-play areas or when using small toys that represent the real world. In the nursery there is excellent interaction from the teacher and teaching assistant, which encourages children to develop their imaginative ideas very well.
63. All children have the opportunity to investigate and manipulate media and materials. Children in the nursery enjoy using paint to explore how new colours can be made and to print symmetrical and other patterns and shapes from familiar objects such as fruit and bubbles. They create interesting detail in their Rangoli hand patterns and work independently to construct cameras from recyclable materials. Pupils in the reception classes experiment before choosing thoughtfully from a wide range of materials and textures in their collage work. Paintings are bold and colourful. As pupils move into the reception class drawings are well formed and recognisable. Children sing a good range of songs and number rhymes enthusiastically, using body actions appropriately to accompany their songs.

PHYSICAL DEVELOPMENT

Provision for physical development is **good** overall.

Main strengths and weaknesses

- Skills of balance, co-ordination and control are developing very well in the nursery. The skills of older reception children are also developing well.
- Valuable learning time is wasted when younger reception children queue for long periods for a turn on apparatus.

Commentary

64. Teaching and learning are good. The majority of children achieve well and most are on line to meet the goals set for them by the end of the reception year. Pupils' manipulative skills develop very well because of opportunities to make models, draw and paint. In the nursery, activities which enable the children to work outside and move on a larger scale than is possible indoors, are very well-planned into every session of the day, whatever the weather. In reception activities are limited mainly to more formal physical education lessons, due to the lack of a suitable safe, outdoor area.
65. Teaching for older reception aged children is effective because, they make the most of every minute available to them during these more formal lessons, either on the field or in

the schools hall. They develop skills of skipping, throwing, catching and balancing. They display considerable self-confidence, and make good choices of activity as they roll, slide, crawl and skip along a balance and travel through a tunnel. They work independently, with adults intervening constantly to help them hone their skills further. They are proud of their successes and move on quickly to choose further from the wide range of resources available to them. Younger reception children are equally keen to participate and move appropriately over the balance on their stomachs and feet and through a hoop. Skills are not developing as quickly as they might do because much time is wasted as children line up for a turn.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The achievement of pupils is good.
- Pupils' achieve high standards in reading across the school.
- Teaching is good.
- The curriculum is well planned and it is broad and well balanced across all areas of learning.
- The leadership and management of English are very good.
- Guided writing is sometimes insufficiently structured in order to develop pupils' learning in key skills.

Commentary

66. Pupils' achieve well in English throughout the school because of good teaching and the very good leadership and management of the subject, which has enabled very good improvement since the previous inspection.
67. Although the results of the 2003 national tests for seven year olds show pupils reach standards below the national average in both reading and writing, inspection findings show pupils achieve well in relation to their prior attainment throughout the school. The results of the 2003 National Curriculum tests for 11 year olds reflect this, and show pupils' reached standards above the national average and well above average in relation to their prior attainment. Standards by the current cohort of Year 6 pupils are broadly in line with the national average. This fall in standards can be attributed to the high percentage of pupils on the school's special educational needs register in this particular year group.
68. Standards in speaking and listening are in line with national expectations by Year 2 and Year 6. Teachers provide pupils with plenty of opportunities across the curriculum in order to develop their skills in this area of learning, such as paired discussion and drama events and activities. Teachers questioning techniques are effective in challenging pupils to give extended answers to questions and this contributes well to their achievement. Pupils throughout the school listen to adults and each other very attentively and this supports their learning very well in subjects across the curriculum.
69. Pupils achieve very well in reading and standards are above average in the both the infants and juniors. The teaching of reading is very well taught through guided reading within the Literacy Hour and through a well structured reading scheme and home reading.

Teachers promote reading from an early age and pupils soon acquire a love of books. Pupils across the school read a good range of texts and by the age of 11 pupils read fluently, confidently and with good understanding.

70. Standards in writing are below average by the age of seven and average by the age of 11 years. Higher attaining pupils across the school achieve standards, which match their capabilities. Handwriting skills are taught systematically and effectively by teachers and this results in good standards of handwriting. Across the curriculum pupils show they are able to organise, present and structure their writing well. Teachers promote both punctuation and grammar well in lessons and by the age of 11 pupils can use a range of punctuation such as apostrophes, commas, speech and exclamation marks appropriately within the structure of complex sentences. Teachers also promote the use of vocabulary very well and pupils show they are able to carefully select a wide range of vocabulary in order to make their writing interesting. Pupils make satisfactory use of computers to support their work in English.
71. The quality of teaching and learning is good. Pupils with special educational needs are very well supported by teaching assistants. Curriculum planning is good and this ensures that the English curriculum is broad and well balanced across all areas of learning in the subject. The National Literacy Strategy is well established and structured. The subject is also well supported through well planned extra-curricular activities such as visiting theatre groups and visits to the local theatre. Teachers have secure subject knowledge, which enables them to give clear explanations and teach key skills effectively. Teachers prepare and use a range of well chosen texts to support learning in the subject. Pupils enjoy learning and respond well in lessons. They increase their skills effectively because of the interesting ways literacy is presented. When there are shortcomings in teaching, guided writing is not sufficiently structured and teachers do not model writing styles and skills sufficiently well in order to support pupils learning. Marking is also inconsistent between classes and not used sufficiently to help pupils know what they have got to do to improve. Pupils are not sufficiently involved in evaluating their own work.
72. The leadership and management of English are very good and this has led to good improvement in the subject since the previous inspection. The weaknesses identified in the previous report, regarding curriculum planning and insufficient book resources has been fully and very successfully addressed through the establishment and resourcing of four library areas and the effective implementation of a detailed English policy and curricular guidelines.
73. Assessments are used well to track pupils' progress and set individual learning targets, particularly in writing. Standards, teaching and learning are effectively monitored and areas for development are accurately identified. For example, through careful analysis of national assessment test data, the school has rightly identified the need to improve the attainment of girls in writing in the infants and the attainment of boys in the juniors. The school has been successful in raising standards, particularly in reading through well co-ordinated and implemented national initiatives such as Reading Recovery and Early Learning Support materials.

Language and literacy across the curriculum

74. Pupils make satisfactory use of their literacy skill across the curriculum. There are some good cross-curricular links with other subjects in order to develop pupils' literacy skills.

However, they are not systematically planned and the school has identified a need to develop even further, pupils' literacy skills across the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The school's trend in improvement in standards is above the national average.
- Teaching and learning are good overall but there is not enough challenge for higher attaining pupils in Year 1 and 2.
- There is a strong focus placed on developing pupils' numeracy skills.
- Leadership and management are good overall although procedures for checking teaching, learning and standards need to be more precise.

Commentary

75. Work scrutiny and lesson observations show that standards in mathematics in Year 6 are average and pupils achieve well. In Year 2 achievement is satisfactory overall and most pupils achieve the levels expected for their age, however, few pupils attain at the higher levels. In last year's statutory assessment tests, results in Year 6 were below national averages. Mathematics has been a school priority this year and effective staff training has had a positive effect on raising standards. The school's trend in improvement in standards is greater than the national average. Overall, the school does well for its pupils, with pupils with special educational needs especially making very good progress. The strong emphasis on numeracy skills has improved pupils' knowledge and capability. There is also an appropriate amount of time spent on measures, such as length and weight. The use of the skills and knowledge from these areas in undertaking mathematical investigations is not given sufficient emphasis. This has a particular impact on higher attaining pupils in Year 1 and 2. Although they make satisfactory progress overall they do not always achieve as much as they should because tasks do not require them to think for themselves and solve problems.
76. Pupils with special educational needs achieve well in mathematics as a result of good use of programmes of work specifically designed for them to use, and the use of ICT. Well trained teaching assistants also give very good support.
77. Teaching and learning are good overall.

Strengths include:

- carefully planned lessons with clear objectives, which have a positive effect on pupils' learning and standards;
- layout of work is accurate, which allows pupils to concentrate on skills and knowledge;
- skilful use of questioning by teacher to put right misconceptions and also to develop understanding to greater depth;
- the use of whiteboards by pupils enables teacher to quickly adjust tasks to individual needs;
- support for special educational needs pupils and English as a second language pupils, especially by classroom support assistants;
- the exploration of methods of calculation; and
- classroom assistants are well-briefed and often effectively lead groups on specific tasks.

Where lessons are satisfactory rather than good some of the following were evident.

- in independent working sections of the lesson, tasks need adjusting to challenge the more able pupils;
- marking provides supportive written comments but often there is not enough detail to help pupils to know what they need to do to improve;
- in some lessons teachers give good support to individuals but there is insufficient use of time for the direct teaching of specific groups;
- whole class sessions at the start of lessons are too long, with some pupils not actively engaged.

78. The leadership and management of mathematics is good. Assessment is satisfactory. There are clear and effective procedures to keep an over view of standards across the school and to track the achievement of individual pupils over the longer term. Good use has been made of annual tests to inform planning for whole school improvements, for setting arrangements in Years 5 and 6 and for identifying pupils who need additional support. Assessment is not always sufficiently precise to guide planning for the next steps in learning for individual pupils over the shorter term and pupils are not sufficiently involved in assessing their own work. The co-ordinator is effective in monitoring planning, but has had limited time to monitor teaching and learning and, as a result, finds it difficult to precisely identify strengths and weaknesses in the implementation of the mathematics curriculum. The co-ordinator is an enthusiastic leader and sets a good example by the quality of his own teaching.

Mathematics across the curriculum

79. Pupils make satisfactory use of their mathematical skills across the curriculum. They often use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. For example, in Year 6 pupils are involved in a 'Young Enterprise' task that involves setting up a small business and seeking to make a profit. In one lesson observed, pupils needed to know about how to solve money problems in order to process their accounts. This helps pupils to understand the usefulness of mathematics in everyday life. Maths skills are also well developed in science, especially in the use of graphs, tables and data gathering. ICT is also used to support special educational needs pupils. However, opportunities tend to occur coincidentally rather than as part of systematic planning.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Higher attaining pupils do not achieve as much as they should.
- Less able pupils and those with special needs are very well supported in lessons.
- Marking is regular and positive but is still not used to show pupils where they need to improve their work.
- The skills of scientific investigation are not systematically taught.
- Assessment is not precise enough and insufficient use is made of it to plan for pupils' differing needs.

Commentary

80. The results of 2003 national tests for Year 6 pupils were well below average. The results of teacher assessment for the same year for Year 2 pupils were above average. The findings of the inspection are that standards are almost in line with expectations by the end of Year 2 and Year 6 and achievement is satisfactory overall. However, too few pupils attain at the higher levels. This is mainly due to weaknesses in planning for a year-on-year increase in pupils' scientific skills. Teachers work and plan on a rolling programme of science themes over a two year cycle. As a result pupils in adjacent year groups often do similar work. Whilst scientific knowledge and facts are well taught, less attention is given to the development of the skills of scientific investigation. Pupils with special educational needs and English as an additional language make good progress and attain in line with their peers because work is planned at the right level for them and they are so well supported in lessons by learning assistants
81. The quality of teaching has improved since the time of the previous inspection when some unsatisfactory teaching was seen. Teaching and learning are now satisfactory overall across the school and some good teaching was seen in Years 5 and 6. Teachers plan and work well together. Older pupils say they now enjoy their science work. They organise their own resources and work well on their own and when working with others. Good use is made of the environmental area for learning. Although marking is sometimes used to help pupils understand where and how they need to improve, this is not consistent throughout the school. Target setting is still developing and not yet shared with pupils, and pupils have insufficient knowledge of how they are progressing and what they need to do to make their work better.
82. The co-ordinator is enthusiastic and keen to bring about improvements in her subject. She provides sound leadership and has taken action to improve the curriculum. She recognised that more needs to be done and that there are weaknesses in assessment. A new assessment scheme has the capacity to give a clear picture of how pupils are progressing through the science curriculum, it is not yet embedded, however. The co-ordinator does not have a sufficiently clear picture of where standards lie across the school. Although she is aware of the results of annual tests and has looked at pupils' work, she has not had sufficient opportunity to observe and monitor teaching and learning. This makes it difficult for her to judge where she needs to bring about further improvements in order to raise standards in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The skills of ICT are systematically taught and pupils achieve well as a result.
- Resources for ICT have improved since the previous inspection.
- The leadership and management of the subject are good.

Commentary

83. Pupils' achievement is good and standards are in line with expectations in Year 2 and Year 6. This is an improvement since the previous inspection and is a result of systematic teaching of specific skills and improvements in resources. The subject coordinator teaches all the classes in Years 3 to 6 and this is effective use of her expertise. Staff are more confident and knowledgeable than they were at the time of the previous inspection and make better use of ICT to support pupils' learning in other subjects. They are aided in

this by the provision of a wider range of resources than was available at the time of the previous inspection.

84. The quality of teaching and learning are good. Teachers plan work so that pupils build on the skills that they have gained in earlier years. For example, pupils in Years 3 and 4 enter, save and retrieve their work and record their work in different styles, colours and sizes of font in English. Pupils in Year 6 are producing multimedia presentations. Pupils learn well and acquire all the skills they need to operate computers independently and confidently.
85. The school has made good use of the space available to provide a well equipped computer suite. Further improvements are being planned so that pupils can make more active use of computer as a tool for learning in the classrooms. Interactive whiteboards have been recently acquired together with associated laptop computers.
86. The subject is well led and managed. The co-ordinator has a very clear over-view of the subject and has well established plans to promote greater use of ICT in other subjects of the curriculum. There are satisfactory assessment procedures, which ensure that teachers know how well their pupils are doing.

Information and communication technology across the curriculum

87. The school improvement plans shows a clear aim to develop greater use of ICT to support learning in other subjects of the curriculum. There is evidence that this work has started. Pupils make satisfactory use of their ICT skills to support their work in English and there is also evidence of its use in art and design, geography and science. Pupils use the computers in the classroom, the ICT suite and at home independently to support their work in other subjects.

HUMANITIES

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in history because of the interesting way that the subject is taught.
- Practical activities, visits and visitors enrich the curriculum.
- Assessment in the subject is not rigorous enough.
- Procedures for monitoring and evaluating provision and standards are not established.

Commentary

88. Achievement is good and standards are broadly in line with the national expectations in Year 2 and Year 6 reflecting a similar picture to that of the previous inspection. Pupils develop a secure understanding of people and events in history, and an awareness of them through the use of dates and time lines in their work to illustrate sequences of events
89. The quality of teaching and learning is good overall. Pupils find history lessons interesting because of the good range of activities provided. For example, they have investigated the history of their school as part of its birthday celebrations, and taken part in an

archaeological dig on the school site. Pupils in Year 5 and 6 have extended their knowledge by examining replicas of artefacts found on the Mary Rose, prior to a visit to the museum in Portsmouth Dockyard. The curriculum is planned on a two year rolling programme and this means that on occasions pupils in different age groups do work that is very similar. The lack of attention given to the systematic planning for progression in pupils skills of historical enquiry prevents achievement from being very good.

90. The leadership and management of the subject is satisfactory. Useful links with the local community provide valuable additional experiences that improve the learning for pupils and bring the subject alive. The school is aware of the need to improve the systematic monitoring of teaching and learning and to make assessment procedures more precise. Pupils are not as involved in reviewing their own progress as they should be.

Geography

91. No lessons were seen in geography and so the subject was sampled. It is not possible to give an overall judgement about the quality of provision. However, scrutiny of work and discussions with pupils shows that pupils' achievement is satisfactory and they reach average standards in Year 2 and Year 6. Pupils know where places are and how environments change over time. They are aware of patterns in human and physical geography. They use maps and plans to support their investigations. However, the work in books is often very similar for all pupils in different year groups and there are limited planned opportunities for pupils to carry out their own research and to develop their fieldwork skills. The subject gives good opportunities for pupils to learn about the way of life in other countries and this has a very positive influence on pupils' cultural development. The subject leader's role is currently underdeveloped because of insufficient opportunities to monitor the quality of teaching and learning to help focus future action on raising standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. Only two lessons were seen in music and no lessons were seen in art and design and design and technology. It is not therefore possible to make a firm judgement about overall provision in these subjects. Physical education was inspected in full and is reported on below.

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and reach average standards by Year 2 and above average standards at the end of Year 6.
- Teaching and learning are good and there is good use of specialist instructors.
- The provision for sport is very good.

Commentary

93. Standards in physical education have improved since the previous inspection. It is clear from viewing planning, and in discussions with teachers, that all strands of the subject, including outdoor and adventurous activities are regularly taught. The school has good outdoor facilities, with two hard play areas and a sports pitch. The standards in swimming

by Year 6 are good. All pupils are likely to be able to swim 25 metres by the end of the year and three quarters of the present Year 6 can swim 50 metres or more.

94. The use of experienced teachers and instructors to teach children in other classes some aspects of the physical education curriculum is having a positive effect in raising standards. In a Year 6 lesson, for example, pupils made very good progress in developing their bowling and wicket keeping skills because of clearly planned objectives, clear instruction and coaching on specific skills, and good opportunities to practice and improve. By the end of the lesson nearly all the pupils were taking up the correct wicket keeping stance and standards seen were above the level expected. In some cases standards were well above the level expected. Pupils in Year 1 and 2 acquire the early skills they need to take part in field games because they are systematically taught. These skills are built upon effectively in later years.
95. The school is part of the 'Torbay Sports Partnership' and other local groups, which have provided good opportunities for competitive activities against local schools. The school has been very successful in these competitions, especially in both boys' and girls' football. A good range of after school clubs develops games and dance skills further. The school has been awarded a 'Sport England Active Mark' for its work.
96. The enthusiastic subject co-ordinator provides good leadership and management. Staff training and the strong emphasis placed on physical education and sportsmanship are having a positive effect in raising standards. Several other members of staff, including the headteacher, are also very knowledgeable about aspects of physical education. Feedback from the headteacher and from instructors, ensure that the co-ordinator has a good overview of the standards and achievement.
97. In **design and technology** analysis of planning and a scrutiny of work shows that an appropriate curriculum is provided, giving due emphasis on the planning, making and evaluating stages in children's work. Standards of work seen during the inspection remain in line with those expected nationally, as they were at the previous inspection.
98. The subject of **art and design** was not a main focus of this inspection and only a limited sampling of evidence was undertaken. There were indications that the standards of work are in line with national expectations for the subject, though no examples of three-dimensional work were seen to be able to make a judgement. In Year 6 the standard of painting seen was good. The art curriculum is enriched by the provision of an art club. In the work seen there is a good focus on skill development and standards in drawing are good. A co-ordinator has been appointed since the previous inspection and storage is now satisfactory.
99. In the lesson seen in **music**, in a mixed Year 3 and 4 class, teaching was very good and children achieved well. The lesson was well structured to build up complexity and consolidate new musical terminology. The children's ability to hold a rhythmic pattern, using instruments, was good. The teacher, who also co-ordinates music, is enthusiastic and teaches music in several classes. On the evidence of three observations in assembly, and in the lesson seen, standards in singing are in line with national expectations. The singing in assembly was enthusiastic and gave appropriate attention to pitch and phrasing. During the inspection, a visiting musician, of Sudanese origin, gave a very good lesson, showing how music is intertwined with the life of a community. Children's ability to hold a rhythmic pattern was good. Instrumental teaching is available to pupils.

100. In all these areas the provision for co-ordinators to undertake systematic monitoring and evaluation of teaching and learning is limited, which hinders their gaining an overview of whole-school strengths and weaknesses and areas for development. However, they are enthusiastic about their areas of responsibility and in some cases very knowledgeable.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

101. Evidence from planning and discussions with staff indicate that there is a well planned programme of personal, social and health education. Discussions with pupils show that the school is very effective in helping pupils to develop an understanding of their responsibilities towards themselves and others.

102. The teaching of personal, social and health education is very good. Lessons and discussion sessions are used very effectively. Sessions are planned that enable pupils to discuss personal responses to a wide variety of issues. In one lesson seen pupils made thoughtful contributions, obviously able to empathise with the feelings of others, particularly someone less fortunate than themselves.

103. Pupils benefit from a well-planned programme of personal, social and health education. There is very good attention given to encouraging pupils to eat healthily and road safety is very well covered. The attention given to drugs and sex education is good. Pupils also benefit from a very effective whole school ethos, which instils a sense of responsibility for themselves and for others.

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	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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