

INSPECTION REPORT

VICTORIA ROAD PRIMARY SCHOOL

Plymouth

LEA area: City of Plymouth

Unique reference number: 113289

Acting Headteacher: Mr P Marsh

Lead inspector: John Carnaghan

Dates of inspection: 17th - 19th May 2004

Inspection number: 258276

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	310
School address:	Trelawney Avenue St Budeaux Plymouth Devon
Postcode:	PL5 1RH
Telephone number:	(01752) 365 411
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs N Parry
Date of previous inspection:	23 rd March 1998

CHARACTERISTICS OF THE SCHOOL

Victoria Road Primary School is a large 4 to 11 school serving an urban area of Plymouth. The area it serves is, overall, well below average in terms of social and economic circumstances. The standards of attainment of pupils when they begin school are well below average. The percentage of pupils who are eligible for free school meals is nearly double the national average. Very few pupils are from ethnic minority backgrounds and none speak English as an additional language. There are no travellers, three looked-after children, and no refugees. The proportion of pupils with special educational needs is above average but the proportion of those with statements of educational need is similar to other schools. The majority of these pupils have speech and communication difficulties but a large minority have specific learning difficulties. The numbers of pupils who join or leave the school during the school year are slightly above average. At the time of inspection, the school had an acting headteacher, due to long-term illness of the headteacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1352	John Carnaghan	Lead inspector	English English as an additional language History Geography
31758	Edward Tipper	Lay inspector	
30438	Roger Guest	Team inspector	Special educational needs Mathematics Information and communication technology (ICT) Art and design Design and technology Religious education
21992	Jean Newing	Team inspector	The Foundation Stage curriculum Science Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Victoria Road School provides a satisfactory education and is an improving school. Although standards in tests have been well below average in recent years, they are starting to rise and pupils' achievement is satisfactory. Teaching and learning are good overall. The way the school nurtures pupils and fosters their personal and academic development is good. Pupils enjoy school life and behaviour and relationships are good.. Leadership and management are good and have a firm emphasis on providing a warm and caring environment in this disadvantaged area. The governing body provides satisfactory support to the school. Expenditure per pupil is similar to other schools and the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' standards are below average, overall, but there is evidence that they have started to improve in recent months. Given their well below average standards when they start at school, pupils' progress is satisfactory.
- Provision in the Foundation Stage is good and the children achieve well as a result.
- Teaching is good and does much to encourage pupils in their learning.
- The acting headteacher leads the school very well and is responsible for many recent improvements.
- Pupils behave well and have positive attitudes; relationships are good.
- The school works very well to ensure that all pupils, including those with special educational needs, benefit from what it provides.
- The school cares well for pupils and actively involves them in seeking their views.
- Many parents do not give sufficient support to their children's learning.
- Attendance has fallen since the last inspection and is well below the national average.
- The school provides very well for pupils' spiritual, moral, social and cultural development.
- Provision in information and communication technology (ICT) is good and standards are above expectations.

Improvement since the previous inspection in 1998 has been **unsatisfactory** overall. The school has addressed some issues raised then. There is more monitoring by subject co-ordinators and their management has improved. Newly qualified teachers now receive good support. However, while there have been some recent improvements, overall standards have fallen in relation to the national average.

STANDARDS ACHIEVED

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

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.

The pupils achieve satisfactorily. The standards of children when they start the school are well below average. Children achieve well in the reception classes. They make satisfactory progress through the school so that standards in Years 1 and 2 are below average and achievement is generally satisfactory. By the time pupils reach Year 6, their achievement is satisfactory, though standards are still below the national average. The school has a higher than average proportion of pupils with special educational needs, which affects its performance in national tests. Year 6 test

results over the last five years have fallen, and have not kept pace with the national trend. However, current standards are better than the test results in recent years as a result of the sharper focus the leadership gives on improving both teaching and pupils' achievement. There are no significant differences between the performances of boys and girls or different ethnic groups.

Pupils' personal qualities are good. Their spiritual, moral, social and cultural development is very good. Attitudes and relationships are generally good and pupils enjoy their life at school. Behaviour is good overall, but a few individuals cause occasional disturbances in lessons. Despite good efforts from the school, attendance is well below average and has fallen in comparison to national figures since the last inspection.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good. Teaching and learning are best in the reception classes, where lessons consistently promote good achievement. Teaching and learning in Years 1 to 6, whilst generally good, have some weaknesses. The way work is marked gives too few indications to pupils about how they can improve their work. Homework is not sufficiently used to consolidate work or give opportunities for pupils to work independently. However, teachers plan very well and warmly encourage pupils in their efforts to learn. Teaching is very inclusive: it is organised so that all pupils, regardless of their learning needs, receive strong support in lessons. Teaching and learning are equally effective in virtually all subjects. Pupils generally participate enthusiastically in their learning and are receptive to teachers' expectations.

The school curriculum is good; it is balanced and has strengths, such as the teaching of French and provision of personal, social and health education. Pupils with special educational needs are very well provided for. There are good opportunities for enrichment through extra-curricular activities and trips. Pupils are involved in the running of the school through the school council, where their views are canvassed and acted upon. The school has good links with the local community, including an on-site nursery, and with other nearby schools. But parents are insufficiently involved in the life of the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The acting headteacher provides very good leadership and has a sense of purpose for the school, which is expressed in the good school improvement plan. This vision is increasingly shared by staff and governors. School self-evaluation is generally effective and the school is starting to take action to tackle any perceived weaknesses. However, improvements in assessment have been limited and have not had sufficient impact. Governance is satisfactory and the governing body, after a period of inactivity, has a developing understanding of the school's strengths and weaknesses and is working hard to challenge and support it. Except for the information provided for parents, the governors ensure that the school meets statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with the school and are happy that it provides a warm and safe environment for their children. They have no significant concerns, but a minority feel that they are not kept sufficiently informed about their children's progress. Inspectors find that there are some weaknesses in school reports. Pupils like their school and find it a happy place. However, in their questionnaires, some showed concerns about behaviour. When interviewed, pupils said that there was some bad behaviour but inspectors do not find these occasional lapses significant.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and science.

- Improve attendance.
- Increase the involvement of parents in school life.
- Ensure that marking of pupils' work promotes learning more effectively and that homework is regular and thorough;

and, to meet statutory requirements:

- Ensure that parents receive the information to which they are entitled.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement across the school is **satisfactory**. The standards pupils currently attain are **below average**.

Main strengths and weaknesses

- Pupils' achievement in the reception classes is good.
- Standards in tests at the end of Year 2 and Year 6 have fallen compared with the national trend in the last five years.
- Standards have started to improve and currently are below average.
- Standards in ICT are better than national expectations.

Commentary

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

Standards in:	School results	National results
reading	12.0 (11.6)	15.7 (15.8)
writing	11.4 (12.2)	14.6 (14.4)
mathematics	13.1 (13.8)	16.3 (16.5)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

1. National Curriculum test results for pupils at the end of Year 2 in 2003 were very low, in the bottom five percent nationally in reading, writing and mathematics. In comparison with similar schools, these results were again very low. There are no significant variations between the results of girls and boys. Over the last five years, there have been minor fluctuations in results but, overall, they have declined when compared to the national trend.

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

Standards in:	School results	National results
English	24.7 (24.0)	26.8 (27.0)
mathematics	23.5 (25.2)	26.8 (26.7)
science	25.5 (26.5)	28.6 (28.3)

There were 55 pupils in the year group. Figures in brackets are for the previous year.

2. Results at the end of Year 6 in 2003 were well below average in English, mathematics and science. When compared with similar schools, standards are below average in English and well below average in mathematics and science. Comparing the performance of minority ethnic groups is not possible because of the very small numbers involved, as is also the case in the Year 2 results. There is no discernable difference between the results of girls and boys. Over the last five years, results at the end of Year 6 have fallen in comparison with the improving the national trend.
3. Recent sweeping changes in the school brought about by the new acting headteacher have led to remarkable improvements in standards. With effective monitoring of teaching and a stronger focus on driving up standards and, especially, the requirements of national tests, pupils have begun to achieve their potential. Standards now in the reception classes, in Year 2 and in Year

6 are below average. Given pupils' very low starting point on entry to the school, these standards represent good progress in reception and satisfactory progress in both Years 1 and 2 and Years 3 to 6. The children in reception now achieve well, and the pupils in the rest of the school achieve satisfactorily.

4. Children's standards when they start at the school are well below average. In particular, children have very low standards in spoken English and have much lower than expected personal and social skills. These difficulties hamper their learning in many important areas. However, despite these handicaps, children make a good start to their education in the Foundation Stage due to the good teaching they receive. Standards are improving but, because of their low starting point, children are unlikely to meet most of the early learning goals by the end of their time in the reception class. The school works very hard to ensure the effective development of children's confidence and independence and this is a valuable foundation for success in their studies as they move up the school. In this way, achievement in the Foundation Stage is good.
5. In Year 2, pupils' current standards are generally below the nationally expected level, except in ICT, where they are at the expected level. This is because of enthusiastic leadership and good teaching in this area. Currently, teaching and learning in Years 1 and 2 are good and are having a positive influence on standards. These recent improvements have improved pupils' progress over time but have yet to have their full effect after a period of considerable underachievement in the school.
6. By the end of Year 6, pupils' standards are below the national average in mathematics and science but in line with the average in English and above average in ICT. This is much better than the standards achieved in tests in 2003 and is a testament to the recent improvements in the school. English standards are better than those in mathematics and science because of the strong emphasis placed upon this area. Good ICT standards are again due to enthusiastic and effective leadership and teaching of the subject. Teaching is good in Years 3 to 6 and this encourages satisfactory progress over time, but the pupils' achievement does not always mirror the quality of teaching because there was so much catching up to do.
7. Thorough identification procedures and well directed support ensures pupils with special educational needs achieve as well as other pupils and reach appropriate standards for their capability.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to their work and towards others in the school are **good**. Their spiritual, moral, social and cultural development is **very good**. Attendance is **unsatisfactory** and punctuality is **satisfactory**.

Main strengths and weaknesses

- Attendance is well below average.
- Pupils have good opportunities to take responsibility.
- Pupils are given a wide range of opportunities to explore other peoples' cultures and learn to respect their differing values and beliefs.
- The school sets high expectations of behaviour, which most pupils meet.

Commentary

8. Pupils have numerous opportunities to exercise responsibility, which they grasp keenly. The school council meets regularly to discuss matters of concern and interest and several improvements to the pupils' life in school have been made as a result. Sixteen pupils operate as house and vice-house captains, whose roles include making brief presentations at achievement assemblies. There are also some 22 'squaddies' who, on a rota basis, help

pupils in the playgrounds who have nobody to play with or are feeling unhappy. A similar number have received training as peer mediators. Working in pairs, they have their own room where they help pupils sort out their differences or listen to their concerns. Pupils also operate as corridor monitors, ensuring good behaviour and upholding dress standards as fellow pupils return from the playgrounds. This wide range of roles has a positive influence on the quality of life of all pupils and helps to build their confidence and self-esteem.

9. The school does much to ensure its pupils experience the differing lives and beliefs of other people. There are numerous displays throughout the school celebrating the diverse nature of different cultures. For example, one provides information on differing cooking styles across the world. All displays, along with those of African masks and St Lucian batiks, reflect the teaching in the classroom across a range of subjects. The school has also developed a special link with a school in Tanzania for which it has raised money and, in return, gained valuable insights into the way of life in that country. On talking to pupils about the differing beliefs of people, it is clear they have learnt to respect these and are being very well prepared for life in a multiracial society.
10. The school has a clear behavioural system based on a combination of classroom and whole-school rewards and sanctions, which are consistently implemented and fully understood and supported by pupils and parents. There is also a strong focus on the importance of racial harmony. Pupils are very attentive in assembly and move around the school calmly. Where they are not closely supervised, however, they can be noisy and excitable around the school. In the playgrounds, they play well with each other under the watchful eye of the supervisors and 'squaddies'. In the classroom, behaviour is good but a small number of pupils can be disruptive if not closely controlled. There is a little bullying. Most parents and pupils agree that the school deals with any instances promptly and effectively.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	262	1	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – any other mixed background	1	0	0
No ethnic group recorded	2	0	0

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

Attendance

11. Attendance has declined since the previous inspection and last year was in the bottom ten per cent of schools across the country. Not all parents co-operate fully with the school over attendance. Much has been done in the current year, however, to improve the situation. The school has identified those pupils who find it difficult to attend on a regular basis and is working with their families, in close co-operation with the educational welfare officer. There is also an increasing focus within the school on the importance of good attendance, with regular encouragement in assemblies. As a result of this increasing emphasis, attendance levels are showing signs of improving. The school is also working with families of pupils who have poor punctuality. Whilst several pupils find it difficult to be in school at the beginning of registration, few actually arrive after the first lesson has started.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.8
National data	5.4

Unauthorised absence	
School data	1.1
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education that the school provides is **good**. Teaching is good overall. The school's curriculum and the way the school cares for pupils are good. Links with parents are satisfactory and those with the community are good.

Teaching and learning

Teaching and learning are **good**, overall. Assessment is satisfactory. Teaching is consistent but best in the reception classes. Marking is of variable quality and not enough homework is set.

Main strengths and weaknesses:

- Teaching is good, overall, and has strong consistency.
- Teaching is very inclusive – pupils of all abilities are very well supported and challenged.
- Too little homework is set.
- Marking of pupils' work has some inconsistencies; in some areas, it lacks detail and gives too little indication of what pupils should do to improve.
- Planning of lessons is thorough with varied activities, which promote learning well.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	2 (6%)	20 (61%)	11 (33%)	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.

12. The standard of teaching and learning is good, overall. No unsatisfactory teaching was seen and two thirds of lessons were either good or better. The best teaching was characterised by careful and thorough planning, stimulating activities and clear co-operation between teachers and teaching assistants to improve learning opportunities. Teaching in the reception classes is particularly strong because teachers maintain a strong focus on driving up the very low standards which children have when they start at the school. As a result of the good teaching, pupils are interested and involved in their work and the pace of learning is good.
13. Teaching and learning in the reception classes are good and children achieve well. Teachers plan lessons in detail, and use the national targets for learning for children of this age effectively to plan activities to meet children's needs. Together with the support assistants, all staff work very well together as a team. Behaviour management is good and, as a result, children quickly learn what is expected of them. Consequently, they are generally polite and interested in their activities.

14. Across the school, lessons are very well planned so there is little wasted time. Planning displays clear learning objectives and teachers invariably return to the objectives in the closing sessions of lessons to consolidate learning and to assess what pupils have achieved. There are invariably separate plans prepared for teaching assistants; this enables them to contribute fully in lessons. Each class has a dedicated teaching assistant; as a result, there is very close teamwork between the adults in the classroom. The good quality of planning means lessons have a strong pace, the teaching is well focused and this produces a corresponding response from pupils, who are then able to work productively throughout sessions. Teachers' expectations are generally good. Teachers know pupils well and are sensitive to each individual's needs; hence, the behavioural and academic expectations set for individuals are usually appropriate. The very effective promotion of educational inclusion is enhanced by teachers' very good knowledge of each pupil's learning and other needs. Teachers frequently praise pupils warmly, engendering positive attitudes from the pupils.
15. There are good arrangements to ensure that work is of the correct degree of challenge for pupils with special educational needs. The school has a high proportion of pupils with special educational needs in each class. All support staff are well prepared for lessons; they are briefed about lesson plans and participate in all aspects of lessons, providing effective support for pupils' learning, whatever their specific needs. Pupils are often grouped according to their capabilities, especially in English and mathematics lessons. Teaching assistants have access to planning and targets on pupils' individual plans, which is effective in ensuring that these pupils are suitably taught. A small number of pupils have 'one to one' support from teaching assistants. In these cases, the assistants work very sensitively with the individuals concerned without drawing undue attention to them. This means that the school takes good account of inclusion issues in its teaching.
16. The way pupils' work is marked is inconsistent. At its best, work is carefully marked, with suggestions given how pupils could improve their work. However, marking often lacks a real focus. Whilst there are often kindly written comments from teachers, these rarely indicate what pupils should do to make improvements and do not encourage productive dialogue between teachers and pupils. There are very few references to National Curriculum standards in marked work, so that pupils do not know what level they are working at.
17. The school sets little homework. Usually, it is set to older pupils once a week; pupils in Year 6 said that it usually took about half an hour to complete. This leads to three significant weaknesses. First, pupils' learning is insufficiently consolidated so that time in lessons has to be spent reminding pupils of earlier work. Secondly, an opportunity to promote pupils' independent learning is missed and, thirdly, older pupils are ill-prepared for the homework demands which they are likely to face on transfer to secondary school. Reading at home by younger pupils is inconsistent, the school does not give this a strong enough emphasis, as a result, many pupils and parents do not participate: this has a negative effect on the pupils' achievement.
18. The work of children in the reception class is assessed well and is used to promote the good learning. Whilst the school assesses pupils' work in English, mathematics and ICT well, there is less effective assessment in other subjects. Pupils in the main school have targets in English and mathematics that are reviewed and renewed every six weeks. They are reminded of these targets in lessons and most can say in which areas they need to improve. The school is just starting to record and track pupils' achievement over time through recording national test and other scores. However, there is currently too little close analysis of assessment information to inform developments in teaching or the curriculum which would help to raise standards. With a new assessment co-ordinator, plans are in place to record assessment information electronically so that it is available to all staff and to develop pupils' skills in self-assessment.
19. The pupils learn well. They relate well to one another and their teachers and usually concentrate well. Teachers and assistants work hard with all groups of pupils to ensure that

they make strong efforts in all phases of lessons. Most teaching ensures that pupils have a good knowledge of their own learning, through clear explanation of learning objectives at the outset of lessons and checking if they have been met in the closing sessions. Pupils enjoy working in small groups and in pairs; they often like the social opportunities that such sessions afford and help and support one another's efforts in the classroom.

The curriculum

The school provides a **good** curriculum supported by **good** resources and **satisfactory** accommodation.

Main strengths and weaknesses

- Pupils with special educational needs are very well supported and provided for.
- The school provides a good range of curricular opportunities, including a good programme for personal and social development, and French.
- School is inclusive, providing very good access and opportunities for all pupils.

Commentary

20. The curriculum fully meets the requirements of the National Curriculum. French and a good personal, social and health education programme are strengths. The school has a strong focus on literacy and numeracy. It provides many strong cross-curricular links between subjects, which are well used to support pupils' learning in interesting ways.
21. Curriculum planning is thorough and meets the needs of a diverse and wide range of abilities in the mixed-age classes. Work is well planned for higher achieving pupils, although sometimes work lacks challenge and they only receive appropriate work towards the end of sessions. The curriculum is highly inclusive, in keeping with the ethos of the school, and this promotes equal opportunities effectively. The school prepares pupils well for further stages of education but its low expectations of homework are a less effective element. Personal, social and health education is thoroughly planned and the many links made with other topics, such as the Great Fire of London, ensure that it is interesting and relevant to pupils.
22. Pupils with special educational needs are very well provided for. Pupils with particular needs are identified early in their school lives and all interested parties are fully involved in the development of individual educational programmes. Pupils know their targets for improvement, which include literacy, numeracy and behavioural aspects, as appropriate. The school fully complies with the special educational needs Code of Practice.
23. Pupils benefit from a range of activities held outside the school day. The clubs held are appreciated by both pupils and parents. There are a number of visiting specialists to support art, sport and other activities. Pupils undertake a range of useful visits to further enhance their learning.
24. Teachers are suitably qualified and trained. Some have specialist expertise; for example, the ICT co-ordinator has a specialist training, award, which is well used to further professional development of staff to the benefit of pupils' lessons. Learning support staff are well deployed, providing very good support to teachers which, in turn, is advantageous to pupils' academic and social development. The governing body is well informed of curriculum developments with teacher presentations, headteacher reports and visits and analysis of school results.
25. Resources for all subjects are good and easily accessible. Accommodation, whilst satisfactory overall, has both good and unsatisfactory features. The school is enhanced by good-sized, light classrooms and many other rooms and spaces, which are well used for specialist activities. The area outside the school is unsatisfactory to meet the expectations of a

modern curriculum. Playing surfaces are uneven with little opportunity for imaginative play. The school lacks a field or green space for play and physical education.

Care, guidance and support

The school makes **good** provision for the care, welfare, health and safety of pupils and also provides them with **good** support, advice and guidance. The involvement of pupils by seeking and responding to their views is also good.

Main strengths and weaknesses

- The school provides good personal support, advice and guidance for its pupils, who develop very trusting relationships with adults.
- Pupils are well cared for in a safe and healthy environment.
- There are very good arrangements for pupils joining the reception class.
- Pupils' views are sought and valued and they are becoming involved in setting and reviewing their own learning targets.

Commentary

26. Teachers and classroom assistants get to know pupils very well. They develop a detailed knowledge of each one which they then share with the next year's teacher during annual in-service training. However, no written records are kept, making this transfer difficult if the teacher is suddenly absent. Parents are very appreciative of the personal support their children receive and the overwhelming majority of pupils are confident that there is an adult they can turn to should they have any concerns. Pupils also support each other well, either informally or through the peer mediation service, which they clearly appreciate. However, the support and guidance they receive in their academic development is less strong. Support for special educational needs pupils is very good socially, emotionally and academically.
27. The school is very committed to ensuring its pupils are safe and secure during their time in school. The nature of the school grounds does not make it easy to prevent people using them as a short-cut. However, playgrounds are well patrolled at break-times and the buildings are secure during lessons. No major safety issues were identified during the inspection, reflecting the school's constant vigilance, but it does need to formalise its procedures in this area to be in line with those for risk assessment. There are sufficient first-aiders around the school but the system for administering medicines is too vague. The deputy headteacher is the fully trained designated person for child protection. She has introduced a very good system to allow concerns about individuals to be tracked and ensures all staff know their roles and responsibilities.
28. The school has a very good relationship with the on-site private nursery, from which most of its pupils transfer. This includes a fortnightly meeting to discuss areas of mutual interest. All children visit the reception class each Friday afternoon in the half-term before they start school. Teachers meet each child and their parents during this time, to start building a personal profile of the child. There is then a staged entry into the school in September, starting with a half-day in the first week, leading to full-time attendance in the third. Parents are very appreciative of the arrangements made for themselves and their children when they join the school.
29. Whilst there is no regular procedure for surveying pupils' views, the school council is proving a useful means of involving pupils in the life of the school, as is the range of responsibilities they undertake. Almost nine out of ten pupils who answered the pre-inspection questionnaire felt that teachers listened to their ideas. Pupils are also involved in setting their own targets and individual action plans.

Partnership with parents, other schools and the community

The school has a **satisfactory** relationship with its pupils' parents and carers. Its links with the community and other schools and colleges are **good**.

Main strengths and weaknesses

- The school does not involve parents sufficiently in their children's learning at school and at home.
- Parents are not well enough informed about their children's academic and personal progress and standards of achievement.
- Links with the local community do much to improve pupils' learning and develop their social skills.
- There are good relationships with the secondary school to which most pupils transfer.

Commentary

30. The quality of the school's links with its parents has declined since the previous inspection. A few parents help in the school and organise after-school activities but the lack of a parent teacher association limits the opportunities parents have to get involved with the school. There has not been a regular flow of newsletters to keep them informed and there are no formal means of hearing their views. The school has recognised the situation and has introduced a project into the reception class to begin to address it. This involves a small group of parents who attend weekly sessions where they are shown how to help their children learn at home. It is intended to extend this system eventually across the school.
31. Annual reports to parents do not provide them with sufficient information on how well their children are progressing, concentrating on what has been done rather than what pupils need to do to improve. There is little indication as to where pupils are in terms of national standards or their individual expected performance levels in English, mathematics and science. In other subjects, there are often no comments at all. A significant number of parents do not feel well informed about their children's progress. These views are supported by the inspectors.
32. The school has a good range of links with the local community. An organisation of local churches provides an assembly speaker once every half-term and representatives sit on the governing body. A member of the adjoining church, which has recently been rebuilt, discussed the designs with pupils in Years 3 and 4 and pupils visited it during the reconstruction. The school council has also been involved in addressing the problem of anti-social behaviour in the neighbourhood. There are numerous visitors to the school, including several who help to increase pupils' multicultural awareness. The school makes use of the several properties nearby to help develop pupils' understanding of their own culture. This is also assisted by attendance at various musical events and trips to the theatre. Apart from good links with the nearby supermarket, opportunities to develop pupils' learning through links with commercial organisations are underdeveloped.
33. The secondary school to which most pupils transfer has its own notice board in the school. It works closely with the Year 6 transition co-ordinator to ensure pupils are well prepared for the next phase of their education. Contact starts in Year 5, with pupils visiting the secondary school and setting up email links with its Year 7 pupils. This continues in Year 6, where pupils also study work in English and mathematics, which is completed after they have moved. There are also close contacts between the two schools' special educational needs co-ordinators to ensure appropriate arrangements are made to meet individual pupils' needs. Links also extend to the use of the secondary school's technology and sporting facilities.

LEADERSHIP AND MANAGEMENT

Leadership is **good**. Management and governance are **satisfactory**.

Main strengths and weaknesses

- The headteacher provides very good leadership.
- Other key managers have been empowered to support the headteacher in raising the achievement of all pupils.
- There is a strong focus on professional development.
- Governors are becoming better informed and offer satisfactory support to the school.

Commentary

34. After an unsettled period due to illness of the headteacher, an experienced headteacher from another Plymouth school was appointed as acting headteacher in January 2004. A permanent headteacher has now been appointed and will take up his post in September 2004.
35. The acting headteacher very quickly assessed the strengths and weaknesses of the school and worked closely with all staff and governors to rapidly put into place a new school improvement plan. The highly inclusive nature of the school was recognised as a strength and underachievement as the major weakness. The acting headteacher shared his vision effectively and through very skilful management has created and motivated a senior management team and a leadership team who have been empowered to support him in addressing underachievement. Even in the brief period since his appointment, there are indications of improvement, particularly in pupils' standards, but much remains to be done. Leadership of these key staff is good.
36. Special educational needs is very well managed and led by the well-informed co-ordinator. Construction of individual educational programmes is thorough and relevant. Parents are always informed and some choose to be involved in the process of supporting their child.
37. Management is satisfactory but there are many inconsistencies in practice. Target setting, use of assessment, marking, use of homework and evaluation of lessons are variable in quality. The increased monitoring of lessons in recent months has led to improvements in teaching. Staff are very committed and prepared to work together to improve the quality of teaching and learning and to achieve consistency across the school.
38. Governance is satisfactory, overall. Governors are keen to support the school but feel that they were ill-informed until recent months. With leadership and access to comparative test information, governors show increasing awareness of the challenges faced by the school. Except for the providing required information for parents, they have ensured that the school meets its statutory responsibilities. Many governors have embarked on training courses to raise their awareness of their responsibilities. Governors offer keen support to the school, they ensure that financial management is good and are developing the skills to make significant contributions in shaping the future direction of the school.
39. The school has maintained a strong focus on professional development. Very good provision is made for teaching assistants to train together on site rather than going on a course and having to share the information with colleagues. Partly as a result of this good practice, teaching assistants give very good support in the classroom and have a positive impact on pupils' learning, especially those with special educational needs.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	817,147	Balance from previous year	36,333
Total expenditure	836,480	Balance carried forward to the next year	17,000

40. Financial management is good. The finance officer is experienced and monitors the budget carefully with the chair of finance. Since the acting headteacher has been in post, significant changes have been made in staff deployment and has improved the value for money. The school and governors are aware of the principles of best value and put them into practice. With clear improvements underway and expenditure which is similar to the national average, the school gives satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

41. The reception classes provide a very good start to school for the youngest children. The very good induction programme helps parents and children to be confident when starting at school. The children work in a stimulating environment which provides challenging and interesting activities. The lack of a safe, secure outside play area is a weakness, but is compensated by giving children more opportunities for physical development within the building. Teaching is consistently good; assessment is good and planning is very good. Teachers know their children very well and care is of high quality by both teachers and teaching assistants. Children start school with skills well below average in all areas of learning, particularly personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Over half the children will not reach the expected standard by the end of the year in reception in all areas of learning, despite the good provision. However, achievement is good because all children, including those with special educational needs, make considerable gains in knowledge and skills during this year. Teachers in reception have very good knowledge of how young children learn and plan work at the correct level for all children. They work very well with the teaching assistants, who make a very strong contribution to learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of good teaching.
- The caring atmosphere enables children to establish good relationships.
- Well-established routines help children to learn about acceptable behaviour.
- Children are developing their ability to work independently.

Commentary

42. Teaching in this area is good. Children develop good attitudes and behave well. Although they are improving their ability to work independently, many still find difficulty in doing tasks without the help of the teacher or teaching assistant. Many children find it hard to maintain concentration, initiate ideas and speak in a group. Children know the routines, settle down to activities and behave sensibly. Although some children will achieve the Early Learning Goals, by the end of the year, many are still very immature and display standards that are below national expectations.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and teaching assistants take every opportunity to develop children's language skills.
- Children are developing their understanding of letter sounds and some are beginning to use this knowledge in their writing.

Commentary

43. Teaching is consistently good and adults work very well together in both classes. When they start school, many children have poor speaking and listening skills and teachers and teaching assistants encourage and support the development of children's language skills. They engage the children in conversation and help them to express ideas and to listen to others. Many children have immature speech and find difficulty in describing events. Children are introduced to letter sounds through motivating activities and the most able children use this knowledge in their writing. Despite the good provision, it is likely that half the children will not meet the expectations in this area by the end of the year.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Activities are interesting and motivate children.
- Adults use every opportunity to encourage children to count.
- Some children understand addition of two sets of objects.
- The most able children understand subtraction, when it is done practically.

Commentary

44. Teaching in this area is good. Children benefit from the good support they receive from teachers and teaching assistants who patiently help them to understand new concepts as well as practise what they know. Children enjoy a wide range of activities as they explore numbers. They use dice to help them write addition facts and skittles to write subtraction facts. They are familiar with number songs which help them to understand addition and subtraction. Despite good teaching and achievement, over a third of the children are unlikely to reach the expected standards by the end of their time in the reception class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

45. No teaching was seen in this area of learning. Very detailed planning and assessment indicates that about half the children will not reach the expected standard by the end of the Foundation Stage.

PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

46. No teaching was seen in these areas, but work and photographs on display, together with very detailed planning and meticulous assessment, indicates that most children will achieve, or nearly achieve, the expected standards by the end of the year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are rising after a period of low attainment when test results were too low.
- Lessons are well planned and teachers give clear guidance on what is to be learnt.
- The presentation and accuracy of pupils' work are good.
- Teachers do not use homework sufficiently to promote learning.

Commentary

47. In national tests in 2003, the results of pupils in Year 2 were very low and in the bottom five percent nationally in both reading and writing. Over the last five years, standards at the end of Year 2 have been very low or well below average and have failed to improve at the same rate as the national trend. However, with revitalised leadership and a strong focus on raising standards, there has been a marked improvement in standards this year. Current standards in Year 2 are below average, indicating satisfactory progress over time. The pupils achieve satisfactorily.
48. 2003 results at the end of Year 6 were well below the national average but, compared with these pupils' prior attainment at the end of Year 2, they were below average, indicating satisfactory progress. Again, there have been considerable improvements of late and current standards in Year 6 are average. The pupils achieve satisfactorily. Pupils with special educational needs achieve similarly. Girls' results were similar to those of boys in Year 2 and Year 6 tests. The very small numbers involved means that it is not possible to make comparisons between different ethnic groups.
49. In speaking and listening, standards are below average in Year 2. Pupils enter the school with considerable weaknesses in this area. Answers to questions tend to be brief and pupils rarely explain their views at length. As pupils receive more opportunities to speak aloud in class and in assemblies, their skills improve and they speak with increasing assurance, reaching expected standards by Year 6. Listening is a little better at all ages; pupils are usually eager to respond to their teachers and their concentration is usually good; they develop skills in listening carefully to their peers, which encourages their learning. In reading, standards are below national averages across the school. These weaknesses are, in large part, attributable to the poor or non-existent support given to reading at home. In Year 2, most pupils demonstrate understanding of simple passages and some express opinions on what they have read. However, pupils have difficulty in working out how to read new words and tend to lack expression as they read. In Year 6, pupils tend to be hesitant readers and are uncomfortable reading unfamiliar texts. Whilst pupils know how to find reference books in the small school library, they lack practice and familiarity with books. Their use of expression when reading aloud is not strong.
50. In writing, standards are below the national average in Year 2 but broadly average in Year 6. In Years 1 and 2, there are many opportunities for pupils to write in a range of subjects. As a result, they achieve satisfactorily. In particular, the practice they have and teachers' high expectations promote improving standards of handwriting and presentation. The school's emphasis on spelling means that most monosyllabic words are correctly spelled. By Year 6, most pupils' writing is fluent and joined, spelling shows good consistency and most use punctuation well. Pupils' vocabulary is broad and used adventurously, at times. Emphasis on the correct terms to use in subjects like science and geography encourages pupils to select the correct words when expressing themselves, both in writing and speaking. The presentation of pupils' work in Year 6 is above average. This is commendable, given pupils' low standards on entry to the school.

51. Teaching and learning are good. Most of the lessons observed were either good or better. This good teaching is starting to have a positive impact on achievement. The National Literacy Strategy is well understood and applied. Teaching is planned very carefully to provide the correct degree of support and challenge for all pupils in the mixed-age classes; in this way, it is very inclusive. The specific requirements of all pupils with special educational needs are well known to teachers and teaching assistants and are addressed in both planning and classroom practice. Relationships are strongly fostered by teachers, who tirelessly encourage pupils. Pupils live up to these expectations and help each other with their learning as a matter of routine. Most behave well and adopt positive attitudes to their learning. There are some areas for development in teaching. The marking of pupils' work does not indicate National Curriculum levels or give sufficient written advice on how it could be improved, with few references to targets. Pupils have literacy targets, which are reviewed every six weeks, and these promote learning well. Not enough homework is set; with lack of support from many parents, staff efforts to promote reading and writing at home have diminished. As a result, pupils' reading skills are slow to develop and they lack the expected independence as learners. They do too little research and older pupils are ill-prepared for the homework demands of secondary schools.
52. The leadership and management of English are good. The co-ordinator works well with staff and ensures that the curriculum is planned effectively. Subject schemes of work now place a strong emphasis on raising standards. Teaching assistants are no longer restricted to providing support to pupils with special educational needs but, helped by thorough planning, provide support in the classroom where it is most needed. Analysis of test results has led to the introduction of booster classes for pupils of average ability and these are helping to raise standards. The strong emphasis placed on monitoring teaching in the last six months has had a marked effect in increasing expectations and raising standards. Resources are good, the library is good and is used as an information resource by pupils.
53. Improvement since the last inspection has been unsatisfactory. This is because, despite recent improvements, standards have fallen.

Language and literacy across the curriculum

54. The influence of the National Literacy Strategy feeds effectively into the approaches to teaching in all subjects. Literacy skills are well promoted through the use of subject-specific language. The correction of presentation and of technical errors in the use of language across the subjects of the curriculum is effective in promoting greater accuracy in writing and presentation.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Despite very recent improvements, standards have fallen since the last inspection and remain below expectations.
- Recent focus on mental work and number work has raised standards in these areas.
- There is insufficient emphasis at present on problem solving.
- Teaching assistants are well used to promote learning.
- Marking does not set targets to help pupils improve.
- More able pupils are not sufficiently challenged at times in lessons.

Commentary

55. In national tests in 2003, the results of pupils in Year 2 were very low and in the bottom five percent nationally. Over the last five years, standards at the end of Year 2 have been very low

or well below average and have failed to improve at the same rate as the national trend. However, there has been a marked improvement in standards this year. 2003 results at the end of Year 6 were well below the national average and, compared with these pupils' prior attainment at the end of Year 2, they were also well below average. Girls' results were similar to those of boys in Year 2 and Year 6 tests. The very small numbers involved means that it is not possible to make comparisons between different ethnic groups.

56. Current standards in both Years 2 and 6 are below expectations. Recent effective innovations in the subject have brought improvements. Whilst few pupils achieve the higher levels that might be expected, achievement overall is satisfactory. Pupils with special educational needs are well supported in all classes, which enables them to achieve as well as their peers. Boys and girls achieve similarly. Recent focus on mental strategies and number work has successfully raised standards in this aspect of the subject. This strong and appropriate focus has improved pupils' knowledge and capability. Other areas of the mathematics curriculum are less well developed, notably in using and applying mathematics. Data handling is well promoted through good links with ICT. Where computers are used within lessons, they support learning well, but in many mathematics lessons ICT is not used effectively to support learning.
57. Teaching and learning in Years 1 to 6 are satisfactory with some good elements. Planning is good and enables most pupils to have tasks appropriate to their needs. Learning objectives are shared with pupils in all lessons. An emphasis on whole class teaching diminishes the effectiveness of this on occasions. Challenging work for higher achieving pupils is often set too late in lessons so this group is often not sufficiently stretched. A strength of teaching is the very good use of appropriate mathematical vocabulary, so pupils develop good understanding. Pupils are very positive in their attitudes and are aware of their own targets. This is despite the fact that marking does not indicate any further areas for improvement. Teaching assistants are well briefed and support pupils well. Too little homework is set so an opportunity to develop pupils' independent learning is missed.
58. The acting head has temporarily undertaken the leadership and management of the subject in the absence of the co-ordinator. He has provided good leadership and management, monitoring teaching and determining appropriate priorities for improvement. The implementation of these has resulted in recent improvements in standards and there are good plans in place to further develop the subject.
59. Since the last inspection, improvement has been unsatisfactory. Standards have fallen since the last inspection. Recent developments in planning, assessment and expectations have started to bring about significant improvements.

Mathematics across the curriculum

60. Numeracy is well used in teaching ICT. However, it is not effectively used to support other areas of learning.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in Year 2 and Year 6.
- An investigative approach motivates pupils well.
- Teaching is satisfactory with some good elements.

Commentary

61. 2003 results at the end of Year 6 were well below the national average and, compared with those in similar schools, they were also well below average. Girls' results were similar to those of boys'. The very small numbers involved means that it is not possible to make comparisons between different ethnic groups.
62. Current standards are below average in Year 2 but achievement is satisfactory. In the Year 2 lesson observed, pupils could correctly name the light sources for day and night and suggested activities for both times. They understood that, with electricity, many daytime activities could be carried out at night. Current standards in Year 6 are below average because few pupils will achieve the higher Level 5. However, recent work and talking to pupils indicates that the most able pupils reach average standards. Achievement is satisfactory. Pupils acquire a technical vocabulary and older pupils can explain terms such as dissolve, evaporate and condense accurately. Year 6 pupils understand reversible and irreversible changes. Scientific enquiry skills were used effectively by the older pupils during a lesson on seed dispersal.
63. Teaching and learning are good, but there are variations. Where teaching is good, pupils make real choices during investigations and have the opportunity to solve problems. Where teaching is satisfactory, it is too directed and pupils do not have the chance to make real choices. Teaching assistants are used well and are very well informed. Homework is not used effectively to consolidate learning. Assessment procedures are not sufficiently rigorous to inform planning and identify weaknesses in understanding. There is no target setting in science. Over recent years, the school has adopted an investigative approach in lessons, which pupils find much more motivating. However, there is an imbalance between investigation and recording results as pupils have too little opportunity to record the outcomes of their investigations. The limited amount of written work available does not indicate that pupils know the standards they achieve or what they need to do to improve.
64. Leadership and management are satisfactory. Resources are good. The co-ordinator has not monitored teaching and learning and there has been no monitoring of planning or pupils' work. Since the last inspection, standards have fallen and improvement is unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have risen since last inspection.
- The use of ICT to support other subjects across the curriculum is good.
- The subject is very well led and managed by an able co-ordinator.
- Assessment procedures are very thorough but are not, as yet, used to best effect to inform planning.
- ICT is not sufficiently used in other subjects to further learning.

Commentary

65. Standards are above average in both Years 2 and 6. Pupils' achievement across the school is good. There are a number of factors which promote this. The computer suite is well used to encourage pupils to develop and use appropriate skills to a good standard. The requirements of the National Curriculum are fully met, as evidenced by pupils' work in lessons and in numerous displays.
66. Teaching and learning within the computer suite are good. Teachers successfully demonstrate skills to pupils, who learn how to use them well. Achievement in lessons is good and pupils are very enthusiastic. In other subjects, however, computers are too infrequently used to support learning. In lessons (particularly with younger pupils) where computers are used as a tool to

further knowledge and understanding, pupils achieve well. ICT is effectively used in other ways, notably through the use of digital projectors, digital cameras, microscopes and CD players. Pupils with special educational needs are well supported in lessons. Pupils have very positive attitudes towards the subject, which encourage their learning. Teaching assistants provide good support to pupils, enabling all pupils access to similar opportunities.

67. The subject is very well led and managed by a competent and knowledgeable co-ordinator. He has provided good training opportunities for other staff and ensured that his expertise has been used to the school's advantage. Plans for future developments in the subject are good. The co-ordinator has gathered a wealth of very good assessment information on pupils, but this does not inform planning or further pupils' learning.
68. The subject is well resourced and maintained with the support of a part-time technician. The computer suite is a good resource further enhancing the school's provision.

Information and communication technology across the curriculum

69. Computers and other items of technology equipment are used to support other curricular areas, notably literacy, design and technology, music and art and design. The school has a good range of software to promote this and pupils are able to access the Internet freely.

HUMANITIES

Geography and history were sampled, so no overall judgement can be made about provision in these subjects: two geography lessons were observed, but none in history.

70. In **geography**, the work done by younger pupils on distant places shows satisfactory skills in describing the differences between these places and the home area. Pupils in Year 6 use sources of information well and know the characteristics of rivers and their valleys. Their understanding of these and other topics is greatly enhanced by the good promotion of the appropriate vocabulary in lessons. Teaching seen was satisfactory, well planned and utilised good resources but there are some weaknesses in teachers' knowledge. The co-ordination of the subject is good and good international links are fostered, which contribute well to pupils' knowledge and understanding.
71. In **history**, young pupils know that ways of life in the past were different from now. Older pupils benefit researching evidence in the good library and on the Internet. Visits to local sites of interest benefit pupils' learning. Leadership of the subject is satisfactory.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have good understanding of other faiths.
- The co-ordinator has appropriate plans to raise achievement.
- Assessment procedures are underdeveloped and do not influence teaching and learning sufficiently.

Commentary

72. Pupils reach expected standards in relation to the locally agreed syllabus. Discussion with pupils reveals that they receive appropriate religious education lessons.
73. There were insufficient lessons seen to make a judgment of teaching and learning. However, in lessons seen, teaching was never less than satisfactory. Good teaching was observed in a very large class. This restricted the space and teaching style, nonetheless the good knowledge

of the teacher and skilful use of questioning and discussion technique ensured the subject was effectively taught. Pupils have a good attitude towards religious education and are developing an appropriate understanding of Christianity and other belief systems. One act of worship observed successfully supported older pupils' work on Islam. Assessment procedures in the subject are not developed sufficiently to allow planning or teaching to reflect the differing attainment of pupils. The subject has developed good links with other subjects to support learning and has used ICT to research themes on the Internet.

74. The subject is well led and managed and there are appropriate plans to develop assessment opportunities. The school is meeting the requirements of the locally agreed syllabus. The subject is appropriately resourced.
75. The subject was satisfactory in the last report, as it is now, so improvement since the previous inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and music were sampled, so it is not possible to make an overall judgement on provision in these subjects.

76. In **art and design**, artwork and displays around the school indicate that standards are generally similar to national expectations. Aspects of the subject on display and pupils' knowledge of what they had done demonstrated that the subject offers a good range of opportunities to pupils.
77. **Design and technology** cannot be reported as no teaching was seen and very little other evidence was available.
78. In **music**, one lesson was seen. Indications are that standards are in line with those expected for pupils in Year 6. No lessons were seen for younger pupils. Singing in the whole school assembly was good. Flute, guitar and singing clubs enrich the curriculum. Pupils regularly perform, singing and playing instruments, in school and in the community. This makes a good contribution to pupils' personal development.

PHYSICAL EDUCATION

Provision for physical education is **good**.

Main strengths and weaknesses

- Standards are similar to expectations in Year 2.
- There is a broad curriculum, which is enriched by a good range of after-school activities.

Commentary

79. Pupils reach the expected standard in Year 2. It is not possible to make a judgement for pupils in Year 6 as only one lesson was seen and this was taken by a visitor.
80. Teaching and learning are good. Teachers demonstrate good subject knowledge. Teaching was very focused. Clear explanations and demonstrations were given. Expectations were high and pupils responded well. Teaching assistants were used very effectively, helping to promote good learning.
81. The range of after-school clubs and the opportunities to compete with other schools enhances the curriculum and makes a significant contribution to pupils' personal development. Professional coaches for basketball, football and rugby visit the school and this has increased teachers' knowledge and expertise, as well as benefiting the pupils. Resources are good. The

temporary co-ordinator has ensured that the good provision has been maintained and improvement since the previous inspection has been satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

It was not possible to see any lessons in this area, so no judgement can be made about provision.

82. The school has a good policy for teaching personal, social and health education and has a strong focus on the development of pupils as individuals. The school council is valued by pupils and makes a strong contribution to their involvement in the school. Planned lessons in the subject, resulting from a carefully constructed scheme of work, have a positive impact on pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

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