

INSPECTION REPORT

YEALMPSTONE FARM PRIMARY SCHOOL

Plympton, Plymouth

City of Plymouth

113328

Headteacher: Mr R Light

Lead inspector: Dr M J Bradshaw

Dates of inspection: 6th – 9th October 2003

Inspection number: 258102

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Boys and girls
Number on roll:	286
School address:	Meadowfield Place Plympton Plymouth Devon
Postcode:	PL7 1XQ
Telephone number:	01752 343411
Fax number:	01752 338291
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Atrill
Date of previous inspection:	14 th September 1998

CHARACTERISTICS OF THE SCHOOL

The school has 250 full-time pupils aged four to eleven years. The proportion of boys is 54 per cent. The changes to the school's roll during the school year are low. Children usually enter reception full time in the autumn or spring term of the school year in which they are five. The attainment of children joining the school in reception is about average, although it varies from year to year. For instance, attainment on entry was lower for children who were in Year 2 last year. Virtually all pupils are from a white ethnic background. No pupils are at an early stage of acquiring English. Pupils are drawn from a range of social and economic backgrounds that are neither advantaged nor disadvantaged. About ten per cent of full-time pupils claim free school meals, below the national average, and this figure has fallen since the previous inspection. The school attracts many pupils from outside its immediate catchment area. About 24 per cent of pupils have been identified as having significant learning needs, including five pupils who have a statement of special educational needs. The number has risen since the previous inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6169	Dr M J Bradshaw	Lead inspector	Mathematics Science Physical education
8992	Mr J Vischer	Lay inspector	
32336	Mrs A Meek	Team inspector	Special educational needs English as an additional language English Information and communication technology, Art and design Design and technology
23024	Mrs S Whitehead	Team inspector	The Foundation Stage Geography History Music Religious education

The inspection contractor was:

Bench Marque Limited

National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective school** that provides **good value for money**. Children enter the school with broadly average attainment levels, although it varies from year to year. The pupils make good progress and achieve well. Their standards are above average by the end of Year 6. Teaching is good overall, and the school is very well led and managed.

The school's main strengths and weaknesses are:

- The inspirational leadership of the headteacher.
- The progress that pupils make so that they achieve above average standards by Year 6.
- The care, welfare and support given to pupils are good and this helps to ensure positive attitudes and behaviour.
- The provision for children with special educational needs is good and these pupils make good progress.
- Very good links have been established with the community and other schools.
- Assessment data are used very well in English, mathematics and science to track pupils' progress and set personal targets.
- Teaching is good overall, although there are some inconsistencies between both classes and subjects.
- Provision for children in reception is very good, except for facilities in the outdoor area, which are poorly developed.
- The curriculum in both geography and physical education is not planned in sufficient detail to ensure sufficient depth in pupils' knowledge and high attainment.
- Assessment in some of the foundation subjects is not yet well developed.

The school has made good progress since the previous inspection and dealt with most of the previous issues well. Following the last inspection, there was a period of instability associated with the headteacher's illness. Since the appointment of the new headteacher, pupils' attainment has risen by Year 6. Provision for children in reception is much better now, except for the outside area. Sufficient resources are now available for design and technology and religious education. Those for information and communication technology (ICT) are much better, and pupils now cover control technology well. The mathematics curriculum includes good opportunities for pupils to apply their knowledge. Pupils have a better introduction to the wide range of cultures in Britain. The previous strengths associated with leadership and management, the welfare of pupils and links with parents have been maintained.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

By the time pupils leave the school, their **achievement is good**. Children in reception make good progress, and will reach, or exceed, the goals expected by the time they start Year 1. Achievement in Years 1 and 2 has been mostly satisfactory, but improving progress is ensuring that standards are about average. Standards for pupils in Year 2 last year were below average, but the school's data

show that this represented good progress for many pupils from when they started in reception. The good progress in the juniors ensures that achievement is good. Standards in English, mathematics and science are now above average. In art and design and design and technology, attainment is above average in both Years 2 and 6. In all other subjects, pupils reach the standards expected. Although achievement is satisfactory overall, there is little high attainment in geography and physical education because of the lack of depth in the curriculum for these subjects.

Children's personal qualities, including their spiritual, moral, social and cultural development, are good. Children have a good understanding of right and wrong. Their attitudes and behaviour are very good. Attendance is satisfactory and punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall and this results in good learning in most lessons. In reception, teaching and learning are very good. Recent changes to the deployment of teachers have meant that examples of good or very good teaching occur throughout the school. However, there are inconsistencies in the quality of teaching between classes and subjects. When it is no better than satisfactory, the pace of learning falls. There is little difference in the teaching of different subjects, although it is satisfactory in geography, music and physical education.

The school provides a sound curriculum, which is enriched by good residential opportunities. The school provides well for pupils' care, welfare, health and safety. Children who have special educational needs are well supported and make good progress. Very good links have been established with the community and other schools. Links with parents are good, and the school provides them with very good information.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. The headteacher's excellent leadership provides a vision and sense of purpose. Increasing involvement of all staff has helped to ensure that management is very good. The governing body is well aware of the school's strengths and weaknesses. It provides good support and challenge.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school. In particular, they think their children like school and make good progress. They also think teaching is good and that the school is well led. Pupils are positive in their views of school. Both parents and pupils comment on the good progress that the school has made in recent years.

IMPROVEMENTS NEEDED

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

- Ensure the development of the outdoor area, in line with the school's plans, for reception children so that it can make a contribution to all areas of learning.
- Improve the consistency in the quality of teaching to match the best in the school.
- Provide better guidance for the teaching of geography and physical education so that there is greater depth and more opportunity for pupils to attain high standards.
- Continue the present work to extend and improve assessment, especially in some of the foundation subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in reception is **good**, and in Years 1 and 2 is **satisfactory** and improving. In the juniors, achievement is **good**. When pupils leave the school, standards in the core subjects are **above average**, and they are **average** in most other subjects.

Main strengths and weaknesses

- Children achieve well in reception.
- Achievement by Year 6 is good in English, mathematics and science, and attainment is above average.
- Achievement is also good in art and design and design and technology.
- Children with special educational needs achieve well.
- Although achievement is satisfactory in geography and physical education, there is little work of high quality.
- The lack of outdoor equipment in reception restricts children's physical development.

Commentary

1. In recent years, pupils' attainment has tended to be average or below average in reading, writing and mathematics by Year 2. This pattern of below average attainment was repeated in July 2003, but this represented good achievement for many pupils. In English, mathematics and science by Year 6, results have fluctuated in recent years, but improved overall since 1998. Attainment is now about average by Year 2 and above average by Year 6.

Foundation Stage

2. Children who have just entered reception have broadly average attainment but, in recent years, it has tended to be lower. Very good provision ensures that reception children make good progress, and virtually all children will achieve, and many exceed, the goals in most areas of learning. The exception is for physical development, where the lack of equipment and uninteresting outdoor area restrict opportunities and, as a result, children will meet, but not exceed, the goals.

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

Standards in:	School results	National results
reading	15.3 (15.3)	15.7 (15.8)
writing	13.7 (14.0)	14.6 (14.4)
mathematics	15.2 (16.5)	16.3 (16.5)

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

3. Recent results by Year 2 show no clear pattern of differences in achievement by boys and girls, with any differences being similar to those seen nationally; no significant differences are evident now. Pupils make steady progress in Years 1 and 2 and achieve satisfactorily, but this picture is improving. Most pupils who were in Year 2 last year met or exceeded the targets set based on the assessments made in reception. The school has identified the need to improve further provision in Years 1 and 2, and changes to staffing have been introduced. In most lessons seen, achievement is improving, and this is especially evident in mathematics. Standards in writing, mathematics and science are now about average, and above this in reading. In ICT,

satisfactory achievement results in attainment by Year 2 that is close to that expected. Pupils' work in religious education indicates satisfactory achievement and work similar to the standard expected. Pupils' displays and other work available demonstrate good achievement in art and design and design and technology. In both these subjects, attainment is above that expected. No lessons were seen in physical education. In music, some pupils in Year 2 develop a good understanding of rhythm, and attainment is average overall.

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

Standards in:	School results	National results
English	27.4 (28.3)	26.8 (27.0)
mathematics	28.4 (26.8)	26.8 (26.7)
science	29.6 (28.7)	28.6 (28.3)

There were 51 pupils in the year group. Figures in brackets are for the previous year.

- Recent results by Year 6 show that boys have tended to do less well than girls in English and mathematics. In 2002, results were about average in mathematics and science, and above average in English. The focus on improving standards by Year 6 has resulted in better results this year. In the 2003 National Curriculum tests, there was no difference in mathematics, but boys continued to do less well than girls in English, although the gap had closed and was similar to the national picture. No significant differences are evident this year. Pupils make good progress and achieve well in English, mathematics and science. In writing, although pupils did not do well in the tests, much good writing was evident in pupils' books. Standards in mathematics and science are above the average, with good provision helping many pupils attain high standards. In science, pupils develop good investigative skills, although there are not enough opportunities to apply these. In ICT, pupils make sound progress and achieve satisfactorily, so that attainment by Year 6 reflects the standard expected. In religious education, satisfactory achievement is reflected in attainment that matches the expectations of the syllabus. Good achievement in art and design and design and technology results in attainment that is above that expected. Although pupils' work in geography and history is about the level expected, there is little high attainment, especially in geography. Pupils sing enthusiastically and maintain a melody. Lessons seen in physical education showed attainment close to that expected with satisfactory achievement, but there was no high attainment in ball control and catching and throwing.
- Throughout the school, pupils' with special educational needs often achieve well in relation to the targets within their individual education plans and, where relevant, their statements. Many of these pupils have low attainment levels, but sensitive support from teachers and other adults ensures progress and a sense of success. By the time pupils leave the school, most of those with special educational needs attain Level 3, the bottom end of the expected range, in English and mathematics, and the expected Level 4 in science.

Pupils' attitudes, values and other personal qualities

Pupils have **very positive** attitudes to being in school, which reflects the high level of care and the very positive way that the school listens to them. Behaviour is also **very good** across the school but especially in the older age groups. Attendance figures are **satisfactory** and punctuality is **very good** throughout the school. Pupils' personal development is **well** supported.

Main strengths and weaknesses

- Pupils are very confident and have high self-esteem.
- Pupils are very interested in school life and the range of opportunities provided.
- Pupils are very willing to be enterprising and take responsibility.
- Pupils have very good relationships with others.

- The school promotes good relationships very well and deals very effectively with all forms of harassment.
- The school sets consistently high expectations for pupils' conduct.
- The school enables pupils to respect, value and understand others' views very well.
- The school enables pupils to distinguish right from wrong through promoting the responsibilities of living in a community very well.
- Pupils' appreciation of their own and others' cultural tradition, although satisfactory, is not as strong as the other aspects of personal development.

Commentary

6. Older pupils become very good role models for the rest of the school in the carrying out of their duties and responsibilities, which they do in an unassuming and diligent manner. The role of house captains is well developed, for example they are responsible for collecting all house points weekly, adding them up and presenting the results in Friday assembly. High levels of confidence and self-esteem are generated through, for example, the very effective school council. Pupils share their views confidently in the weekly meetings and older pupils take and distribute minutes for each classroom's council notice board. Pupils are very willing to be enterprising and take responsibility; for example Years 3 and 4 pupils were helped to produce an excellent anti-bullying video recording.
7. Relationships are very good in the school because the school promotes good relationships very well and deals very effectively with all forms of harassment. As a result, pupils respect one another's views and feelings and develop a very clear sense of the responsibilities of living in a community. This is the focus of the moral principles that the school promotes. Self-knowledge and spiritual awareness are developed well. Opportunities for pupils to appreciate their own and others' cultural traditions are good in art and design, but only satisfactory overall because they are less well promoted in other areas.

Attendance

Attendance in the latest complete reporting year (%)

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

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

8. Attendance is satisfactory. Recent figures show that, following a falling trend, attendance has returned to its previous above average level. Pupils are very punctual with only a very few latecomers. Attendance is monitored well and pupils are encouraged to attend well by both the school and their parents.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	281	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Black or Black British – Caribbean	1	2	0

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

9. The school has high expectations of pupils' involvement in the running of the school, which has a very positive effect on their attitudes. It also sets high expectations of their behaviour, not only in the classroom but as a whole-school expectation, with, for example, the result that lining-up procedures in the playground are very well but naturally carried out. Attitudes in the reception class, although good, are less well developed. However, the school sets very high expectations of children's conduct in reception, which is reflected in good behaviour for that age. Exclusions are very low.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education based on a **satisfactory** curriculum, and **good** teaching and care for the pupils.

Teaching and learning

Teaching and learning are **good** in the school, and often **very good** in reception. Assessment is **good**.

Main strengths and weaknesses

- Teaching in reception is very good.
- Teaching is generally good in English, mathematics, science and religious education.
- Teaching assistants and other classroom helpers are used well.
- Although teaching is good overall, there are inconsistencies.
- Assessment and its use are mostly good or better in reception, English, mathematics and science, but less well developed in some foundation subjects. Marking is inconsistent and not always helpful.
- Questions are not always used to best effect.
- There is not enough challenge in planned activities in geography and physical education.
- Planning and implementation do not always match pupils' levels of attainment closely enough.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2.9%)	6 (17.1%)	11 (31.4%)	15 (42.9%)	2 (5.7%)	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.

10. Teaching and learning are good overall, and very good in reception. Many children who join reception do not behave well naturally and the teacher is very consistent in insisting on good behaviour. The lessons are planned to ensure children have a wide range of purposeful activities available. The teacher uses various strategies to gain and keep children's interest. High expectations and very good relationships help children to become confident quickly and to start learning rapidly.
11. Teaching in the rest of the school is rarely less than satisfactory, and is good overall. Although previous data indicate slower progress in Years 1 and 2 than in Years 3 to 6, this is not the case now. Changes to teacher deployment and increasingly high expectations are helping to ensure good teaching and learning throughout the school. There are, however, variations, both between subjects and within the school. In ICT, for instance, the quality of teaching is effective but, on occasions, limited by staff confidence and difficulties experienced with the extensive range of equipment introduced in recent years. In the best lessons, especially in English, mathematics and science, teachers have high expectations and use a range of techniques to good effect. Learning is made fun by the use of relevant practical activities, such as when pupils in Year 1 were investigating the properties of various materials to find out which was best for wrapping a parcel. At other times, lessons can be lacklustre and, on these occasions, the pace falls and interest begins to wane. The effectiveness of teaching in some of the foundation subjects is limited by the quality of curricular planning and guidance. Thus, in geography, there is a lack of depth in the activities planned and, although learning is satisfactory overall, there is little opportunity to attain high standards. Similarly, in physical education, not enough attention is given to extending skills or encouraging pupils to evaluate and learn from each other's work. In the best lessons, teachers aid learning by the use of a range of practical tasks. Teaching assistants and other adults, such as visiting governors, are used well to support pupils, particularly those with special educational needs. This aids learning by these pupils. Planning of lessons is good but, on occasions, especially in foundation subjects, planning does not indicate how more able pupils are to be challenged. Many teachers use questions to good effect but, at other times, the use of questions does not help pupils add their own ideas or explain their thoughts.
12. Assessment in the school is good overall. It is very good in reception, and the information used very effectively. Good whole-school procedures, managed by the headteacher and deputy headteacher, allow the school to track pupils' progress, from entering reception to Year 6, in English, mathematics and science. Very effective use is made of this information to discuss with pupils their progress and to set individual targets; pupils value these 'conferencing' sessions. Good procedures are in place for assessing and monitoring the progress of pupils with special educational needs. Throughout the school, marking is inconsistent. Most work is marked according to the school's policy, but only in the best are comments included to help pupils appreciate how they could improve. On occasions, marking is not accurate and errors go uncorrected. There is a lack of a consistent format to assessment in subjects such as religious education and music, and little regular assessment in geography and physical education.

The curriculum

Curricular provision is **satisfactory** with a broad range of worthwhile activities, which cater for the needs and aptitudes of the pupils. The 'curriculum plan' is carefully designed to ensure progression and continuity and pupils' progress is well monitored. All statutory requirements are in place.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good. This is an inclusive school.

- Developments in ICT since the last inspection have been very good, in particular the innovative approach to developing an infrastructure, which will provide a platform for the future.
- Provision for art and design and design and technology is good, in particular the 'weeks' when all classes focus on creativity, and the very worthwhile extra-curricular visits.
- Residential trips for pupils in Years 3 to 6 make a very positive contribution to the curriculum.
- The range of creative writing across the school and within all subjects is not extensive enough.
- Planning for physical education requires updating.
- The geography curriculum does not have sufficient depth.

Commentary

13. With the exception of geography and physical education, the curriculum is well planned with a wide and imaginative range of experiences, including extra-curricular visits, such as to the Beaford Arts Centre, which stimulate and inspire some good work across all areas of the curriculum. The 'curriculum plan' ensures logical progression in children's learning and subject co-ordinators monitor progress on a regular basis. On occasions, this could be further enhanced by considering greater flexibility in adapting the curriculum to better meet the needs of the range of pupils in each class. The success of both geography and physical education is limited by the absence of sufficient detailed guidance and lack of depth in the range of work; this results in little high attainment in pupils' work.
14. The school is an inclusive school with good provision for pupils with special educational needs, including some provision for gifted and talented pupils. Pupils are identified early and their progress is tracked and monitored. There is good support from teaching assistants, and both teaching and non-teaching staff work together to provide positive encouragement to pupils with special educational needs. The co-ordinator is experienced and respected by the local community, including the support agencies, and assists all staff in meeting the needs of these pupils.
15. The school's residential trips widen pupils' experiences very considerably, making a positive contribution to the full range of subjects, as well as to pupils' personal development. ICT is used continuously and innovatively to support all curricular activities, and the school is a trailblazer in the links it provides with the community and with homes, in order to support pupils in becoming independent learners. There is an impressive range of hardware and the co-ordinator works hard to support all the staff in taking advantage of it.
16. Many opportunities are provided for pupils to display talents in music, drama and the arts, such as in the end of year concert, or in 'STARTS week', when stories and the arts are the focus. Further opportunities are provided through a limited number of extra-curricular activities, such as table tennis, football and French. French is also taught during Year 6. Homework is planned through the school, and the policy, approved by the governing body gives guide times.
17. The school has sufficient teachers to deliver the curriculum, and a good number of teaching assistants who provide effective support. Accommodation and resources are satisfactory overall, and resources are good in science and very good in ICT. The school environment is attractive and cared for, with many very good displays of work. Displays of art are particularly good. Pupils are proud of their work and talk enthusiastically about the visits they undertake. They are aware of their targets and are keen to learn. They enjoy school.

Care, guidance and support

The school places a high priority on listening to pupils and acting on their views, it sees their involvement as an essential element in creating a positive learning environment. As a result of this determined approach, which stems from the top of the school, provision for pupils' advice, guidance and support and the systems for listening to, and acting on, their views are **very good**. Procedures for pupils' care, welfare and health and safety are **good**.

Main strengths and weaknesses

- Pupils have very good access to well-informed support, advice and guidance.
- Pupils feel very well supported through a trusting relationship with one or more adults in the school.
- The school operates excellent induction arrangements in reception; induction is very good overall.

Commentary

18. Pupils are given effective control of their school council, which acts as a very good forum for expressing and sharing their views. Meetings are frequent, and reports back to the classroom are ensured by minutes being posted on classroom noticeboards as well as their own verbal feedback and class consultation. Very good advice is given by staff in helping to run these meetings effectively. Pupils feel their views are heard and respected, and think that they are very well supported through a trusting relationship with one or more adults in the school. In addition, because of these very good relationships, pupils expect and receive well-informed support, advice and guidance.
19. The 'house' system provides a very good mechanism not only for rewarding good behaviour, effort and achievement, but also for monitoring individual progress. The school holds a good inclusion monitoring record, which enables staff to see at a glance the requirements of, and provision for, needy pupils.
20. Pupils are supported by good procedures for child protection and health and safety. All teachers have some first-aid training and pupils are carefully supervised. Good procedures in the classrooms enable pupils to work safely. The school nurse provides a very useful additional link in child protection issues and the education welfare officer, based in the nearby secondary school, is readily available and provides additional support.
21. The school operates excellent induction procedures in reception. Home visits are arranged for the teacher and assistant, and supply cover is given to ensure that enough time is given. Initial assessments are made on these visits, which are then followed up by three sessions with parents and children prior to entry. At the beginning of the autumn term, more detailed assessments are made within three weeks. Very good, colourful and easy-to-use curricular information is provided, which is supported by a meeting with parents three weeks into term. In the main school, although very good actions are taken, a school policy for induction has yet to be put in place. The school also offers pupils very good transition arrangements to secondary school by, for example, arranging the first visit in Year 5.

Partnership with parents, other schools and the community

The school has **good** links with parents, which are developing strongly. Both links with the community and links with other schools and colleges are **very good**.

Main strengths and weaknesses

- There is very good provision of information to parents.
- Procedures to deal with concerns and complaints are very good.
- Mechanisms for the transfer of pupils are very good; educational links are also very good.
- There is an omission from the prospectus and governors' annual report to parents.

Commentary

22. Parents are provided with a very good range of information concerning the school, planned curricular exercises and reports on their children's progress. Half-termly newsletters are

detailed and informative, providing good information on events held or ongoing school issues. Different year groups issue good information on curricular areas for the term. Information to parents of children in the reception is very good, with excellent curricular information. Annual reports on pupil progress are very good because they contain a very good level of detail on the main subjects with targets for improvement. Personal development is very well detailed with improvement requirements and there is a useful supplementary section on work habits, which helps parents to see how their children approach their work. National comparisons for the National Curriculum Tests were omitted in the last prospectus and governors' annual report; these omissions have now been rectified.

23. A very good comprehensive survey was carried out to find out parents' views in 2003 and a whole-school questionnaire taken by Year 6 pupils at the sports day that year. These procedures are not yet embedded in school practice and not enough time has elapsed to see how well the school acts on the analysis of findings. Parents are involved well in supporting pupils' learning and these links are good. There is a steady supply of regular parent helpers in the school and many turn out for school events and consultations. The school has recently offered workshops in, for example ICT to help parents understand and be better involved in their children's work. The Friends Association has had limited involvement in supporting the school but has a new vigorous programme of events planned. The school is approachable, it listens to parents' complaints and concerns and parents feel they are dealt with very well.
24. The school has a very broad range of links with the community. Local groups hiring the buildings every night of the week principally bring about these links. The Plymkids Theatre Group is a well-known and expanding local performing arts group based at the school. The full age range of scout groups meet in the school and use the grounds and, of these, the Beavers are made up of about 70 per cent of pupils from the school. On Sundays, the local Baptist church uses the school. There is a programme of curricular linked visitors from the local community, for example on the Second World War. These links are in addition to the more usual involvement such as with senior citizens at Harvest Festival.
25. Links with other schools and colleges are very good. The school forms part of the active Academic Council group of secondary and primary schools that seeks to put forward its case for this part of the Plymouth area. The group also helps each other put forward policies, for example the home/school agreement and admissions policies so that its work is more efficient. The school has very good transfer arrangements for pupils. The school nurse and the education welfare officer are based in the neighbouring secondary school where most pupils transfer. These officers know the pupils already, and their families, enabling the transition to be less disruptive. Pupils are given several taster days beginning in Year 5 and, in addition, a bridging task is set for the summer holidays.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher, fully supported by the senior management team, staff and governors, manages the school **very well**, creating a **very good** learning environment for pupils.

Main strengths and weaknesses

- The headteacher provides innovative and inspirational leadership.
- The school improvement plan is the hub of successful management.
- The senior management team is a very effective and cohesive team.
- The governance of the school is good.

Commentary

26. The headteacher is very well respected by staff, pupils, governors, parents and the local community and provides excellent leadership for the school. His open-mindedness and approachability result in the gaining of confidence that gives him a full and frank picture of the school community from which he makes well-considered decisions. Since his appointment two years ago, he has been very influential in raising standards in the core subjects of English, mathematics and science.
27. The school improvement plan has been changed from an unwieldy document into a concise, easy-to-read plan, which focuses on the right priorities for the school. All staff and governors are consulted in the agreement of the plan. Teachers are involved in the implementation of one or more targets and the school works very well as a team, steered by the clear educational direction provided by the headteacher. The plan is a developing document, which is moving away from the school's current good, conventional curricular leadership towards a focus on curricular priorities by all staff. It requires further development to include measurable success criteria and the recording of responsibilities for monitoring and evaluating the targets.
28. The senior management team consists of key members of staff. They work very well together. There is a strong team spirit and relationships between members are excellent. They meet weekly and focus on an agreed agenda, which reflects the school's needs for the term and the targets of the school improvement plan. Other members of staff are included in meetings, either by invitation or if they express an interest in an agenda item. All of the team are clear about the way forward for the school and the best way to achieve this. The opinions of all team members are valued.
29. Governors fulfil their responsibilities well through an appropriate committee structure. They have agreed an annual cycle to ensure that statutory requirements are met. Governors visit the school regularly and several help in classes or on school trips. Their visits have a specific focus and they record their findings before sharing them with other governors and the school. Governors have a clear understanding of the school's strengths and areas for improvement. They are supportive of the school but do not flinch from making difficult decisions when necessary.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	687,647	Balance from previous year	6,146
Total expenditure	676,818	Balance carried forward to the next	16,975
Expenditure per pupil	2,375		

30. The quality of financial planning and management is good. The school values the chair of the finance committee's expertise and the committee is fully involved in budget planning. School staff and the members of the finance committee carefully monitor the budget. Financial resources are thoughtfully managed to ensure the best value for money. The school has used its allocated funds effectively to provide for current pupils at the school, while still maintaining a small contingency sum. Financial planning is closely linked to the priorities of the school improvement plan.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school provides a **very good** education for children in the Foundation Stage.

Most lessons observed focused on the areas of personal, social and emotional development and communication, language and literacy. On entry to the reception class, children's attainment is broadly average, although this varies from year to year. Children's achievements are good because of the very well-planned curriculum and the very good quality of teaching and learning overall. There has been good improvement since the previous inspection. Induction procedures for children are excellent and include home visits for all. The information provided for parents is helpful, well presented and very good. The co-ordinator is part of the school's senior management team and she provides very good leadership and management for this stage of children's education. Assessment procedures are very thorough and effective in securing good rates of progress by children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children settle quickly into school and routines are well established.
- Children's attitudes and behaviour are good.
- Children's needs are quickly identified and those with special educational needs receive very good support.
- Children are on target to exceed the expected goals by the end of the reception year.

Commentary

31. The quality of teaching and learning is very good. The management of children's behaviour is excellent. The teacher creates a warm, welcoming learning environment and insists on high standards of behaviour, using the best examples of children as role models for others. Although the children have only had three complete weeks in school, they are already given responsibility for their own actions and for learning unsupported for short periods of time. Children learn to relate to each other very well, talking in pairs about a task given by the teacher, playing together in larger groups with construction equipment and taking turns to speak and listen in a whole-class situation. The teacher and the teaching assistant respect the children and value their contributions. Courtesy is modelled very well. Children are set challenging but achievable tasks and are well supported with their learning. Very good use is made of praise and the reason for praise is clearly explained so that other children can learn from this. The children are, therefore, very keen to please. They maintain their concentration very well because the tasks are interesting and the teacher's presentation of new knowledge is lively and varied. Children are already exceeding the expectations for their age and their achievements are very good.
32. Children's individual needs are assessed promptly through home visits, discussions with parents and careful observations. Those who have special educational needs have small achievable steps planned for them and are praised warmly when these are achieved. The quality of support is very good, both by adults on a one-to-one basis and while integrating these children during lessons where they are fully included in activities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **very good**.

Main strengths and weaknesses

- Very good opportunities are provided for children to speak and listen.
- Communication, language and literacy are used very well across the curriculum.
- Early reading skills are taught very well.
- Children are on target to exceed the expected goals by the end of the reception year.

Commentary

33. The quality of teaching and learning is very good. Children listen well because the teacher chooses stories which interest them and she engages them with a variety of different methods, such as the use of puppets, to maintain their attention. Children are praised for listening well and the teacher's high expectations of listening to her and to others result in children quickly acquiring this skill. All children are encouraged to speak in individual, group and class activities. Adults interact very well with children on an individual basis, extending their vocabulary and building their confidence and self-esteem. Children are encouraged to contribute their ideas about stories and topics. Individual children are questioned sensitively if they do not volunteer to speak, enabling them to respond and build confidence to speak in front of their peers. Role-play is used very well to develop speaking and listening skills. Adults join in with the play, ensuring that all children participate and encouraging them to speak as characters in a story.
34. All lessons and activities have a strong literacy bias. Children's vocabulary is extended during a variety of tasks because the teacher introduces relevant new words at an appropriate rate and insists that these are used when children speak. Books are shared extensively to support learning across a range of topics, and the knowledge of sounds, rhyming words and acquiring new words is encouraged.
35. Children are taught to handle books with care, value them and share their enjoyment. Very good use is made of 'big books' so that all children in the class can enjoy them together. The teacher ensures that children are given opportunities to recognise familiar words and read them together. Good use is made of sound and picture clues so that children attempt to recognise unfamiliar words. Children recognise speech bubbles and know that these contain spoken words. Their achievements are good.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's achievements are good and above expectations for their age.
- Many children are on target to exceed the expected goals by the end of the reception year.

Commentary

36. The quality of teaching and learning is very good. Mathematical development is extended across the curriculum. Opportunities are seized to encourage children to count and recognise numbers in many different situations. Children make sets of healthy food with confidence and the more able count the numbers in the sets quietly to themselves. Children show their security with numbers up to ten, using them in a snap game with the teacher. Later, they maintain their interest by attempting to play the game without adult support. Children use the class shopping

area, making labels for the items for sale and paying the teacher for items that they purchase. More able children are beginning to add simple sums of money together.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD AND CREATIVE DEVELOPMENT

The provision for knowledge and understanding of the world and creative development is **very good**.

Main strengths and weaknesses

- Children show a good awareness of health, safety and hygiene.
- Children's skills when using computers are progressing well.
- Children are on target to exceed the expected goals by the end of the reception year.

Commentary

37. The quality of teaching and learning is very good. Children are provided with good opportunities to explore at first hand by handling growing things and objects as well as gaining knowledge from looking at books. Children are curious, keen to learn and quickly grasp new vocabulary. They show an interest in finding out which foods are healthy and which foods should only be eaten occasionally. The teacher chooses very good stories to raise children's awareness of the need for good hygiene and they listen intently, concentrating well for their age. They consolidated their knowledge through role-play, using the situation in the story.
38. Children use the mouse with reasonable accuracy to click and drag objects on the computer screen. They change the brush tool when creating pictures and the colours to be used on the screen. More able children learn skills very quickly and attempt to print their work after completion; a skill that had only been demonstrated once by the teacher. Their achievements are good.
39. It was not possible to observe any lessons during the inspection. However, scrutiny of samples of work completed by the previous reception classes shows that they attain high standards in this area of learning.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning is excellent in dance lessons.
- Standards overall are satisfactory because of the excellent quality of teaching and learning in some lessons.
- Children's overall development is hampered by the lack of outdoor climbing equipment and an uninteresting outdoor area.

Commentary

40. The children's first dance lesson was exceptionally well organised. High expectations and the very effective use of resources ensured children progressed at a very fast rate. By the end of the lesson, many children were performing complicated movements using three different body parts. The teacher skilfully used the session to enhance children's experiences in many other areas of learning.

41. The outdoor area cannot be used easily as an outdoor learning area because there is no direct access from the classroom. The outside space is bare and does not stimulate children's interest. Adults make the best use of this facility but, during inclement weather, there is no covered outdoor space so that children can move in and out freely. The teacher includes outdoor activities in her planning but often has to substitute indoor space. This will not be so easy next term when more children join reception. This weakness was highlighted during the previous inspection. Although a secure play area has been provided since then, insufficient progress has been made in addressing this issue.

Example of outstanding practice

In reception, the quality of teaching and learning is excellent in dance lessons.

The teacher ensured that all adults and children were dressed appropriately for their first dance lesson and there was excitement and anticipation as they entered the hall. She made her high expectations of behaviour clear at the start of the lesson and rehearsed the stop signal. The theme of curved and circular movements was introduced. The teacher shared pictures of objects, which moved in this way, and introduced several new words to children such as 'spinning' and 'rotating'. An excellent choice of music stimulated the children to make simple movements. These skills were extended and the tasks made progressively more difficult. Children's learning progressed at a very fast rate so that many children performed complicated movements using three different body parts. The children modelled movements for others, stimulated by the encouragement and praise of the teacher. She insisted that they used the correct vocabulary when describing their movements. Additional adult support was provided and sensitively deployed for those who found it more difficult to concentrate on the task. Children with special educational needs received very good support so that all children were involved in the tasks and achieved extremely well according to their capabilities. The lesson included very good cross-curricular links with mathematical and creative development and made an excellent contribution to children's personal, social and emotional development.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**. Pupils enter Year 1 with satisfactory language skills, though this can be variable. By the age of seven, satisfactory standards of language have been maintained in writing, speaking and listening, and they are good in reading. By the age of eleven, standards of reading, speaking and listening are above average, and are average in writing, although much of the work scrutinised in books was good.

Main strengths and weaknesses

- Good teaching throughout the school is impacting on raising standards.
- Leadership and management of the subject are very good.
- Assessment and tracking of pupils' progress in the subject are very good.
- Standards of creative writing are not high enough.
- Teachers do not always use questions to best effect.
- The National Literacy Strategy is not always adapted sufficiently to meet more precisely the needs of pupils in the school.

Commentary

42. In recent years, attainment by Year 2 in the National Curriculum tests in reading and writing has varied but has been average in reading and below average in writing. By the end of Year 6, pupils' attainment in English has also varied but has been about average overall. In 2002, results were above the national average by Year 6, and well above those of schools with a similar proportion of pupils entitled to free school meals. Current attainment is about average by Year 2, and above average by Year 6.

43. Pupils make at least satisfactory progress, and mostly good progress, over time, given their variable starting points. In recent years, attainment in reading and writing has been below average at the age of seven. Improving progress means that achievement is good as, by the age of eleven, pupils reach standards similar to or above the national average. Provision for pupils with special educational needs is good, and they make good progress throughout the school. Extra help is provided by means of the additional literacy support and the further literacy support schemes. Achievement is good in reading and speaking and listening, and satisfactory in writing. There is no significant difference in the achievement of different groups.
44. Speaking and listening skills are average throughout Years 1 and 2 and are good by the age of eleven. Pupils talk confidently and expressively about the school, their work and their achievements, and use a wide range of vocabulary. They have opportunities to develop their dramatic prowess in concerts and plays.
45. Reading is good throughout the school, and the recent development of the library has given this element an enhanced profile. It is a well-used resource. Pupils enjoy reading, are encouraged by their parents to read at home and make use of the local library. Pupils read confidently and with expression. They know the component parts of books and how to use a library.
46. Standards of writing are improving but remain average, although some examples of good imaginative writing were seen in books. There are not enough opportunities for writing across all subjects to enable pupils to write freely and creatively. Greater opportunities need to be provided for the more able writers to have extended time to complete a piece of work. Handwriting is neat and well formed. Spelling is good and the recent introduction of a structured scheme is bearing fruit.
47. The co-ordinator is a very good subject leader, with enthusiasm and a desire to raise standards. Very good assessment takes place and pupils' progress is tracked carefully. Plentiful data enable the co-ordinator to target pupils making insufficient progress, and external advice and training have taken place for the whole school. Paired lesson observations have taken place, as has a whole-school work scrutiny. The co-ordinator is aware of the need to improve writing, and strategies such as having scrapbooks of writing available for the dinner queue to browse through and displays labelled to draw attention to the writing skills are beginning to give writing a higher profile.
48. Imaginative extra-curricular work in English takes place in 'STARTS week', and good use is made of visits to theatres and from drama groups. A programme of structured homework is in place and parents comment regularly in homework diaries.
49. Standards of teaching throughout the school are good overall, which is impacting positively on standards. The best teaching was seen in lessons where teachers used skilled and varied questioning, and maintained a brisk pace so that pupils were well focused and involved. Interaction between teachers and pupils was almost always good, but some lessons lacked challenge and the opportunity for pupils to engage with the subject. Planning is good but there is not always sufficient attention to ensuring the needs of the full range of pupils are met or in modifying the National Literacy Strategy guidance when necessary. Marking is best where it involves pupils and provides diagnostic comments but, in some books, this was not evident. Pupils' attitudes to English are good and they enjoy the subject; these factors aid learning.
50. Progress since the last inspection has been good, with all issues having been addressed and a school awareness of what needs to be improved. It remains, however, that writing standards are not high enough and the co-ordinator has a comprehensive action plan to enable improvement to occur. Good assessment and plans to develop skills in a more consistent way throughout the school will have impact.

Language and literacy across the curriculum

51. The skills of speaking and listening are effectively carried over into other subjects and there are plenty of opportunities for pupils to engage in discussions, such as when collaborating on a design project. Pupils are encouraged to read in most subjects and opportunities are provided for accessing information via the library or the Internet. There are not enough opportunities provided for imaginative and factual writing across the curriculum.

MATHEMATICS

The provision for mathematics is **good**. Standards are improving and pupils are doing well during their time in the school.

Main strengths and weaknesses

- Pupils' achievement by Year 6 is improving and attainment is above average.
- Teaching is good overall, but there are inconsistencies.
- They generally have good attitudes to the subject.
- A good curriculum aids learning.
- Pupils with special educational needs are well supported.
- Leadership and management are very good.
- Teachers' questions do not always challenge pupils sufficiently, and marking does not help pupils understand how they can improve.

Commentary

52. In recent years, attainment by Year 2 in the National Curriculum tests in mathematics has varied but been below average overall. In 2002, results in mathematics were average. By the end of Year 6, pupils' attainment also varied but was a little below average overall. In 2002, results by Year 6 were similar to the national average and those of schools with a similar proportion of pupils entitled to free school meals. Current attainment is about average by Year 2, and above average by Year 6.
53. Pupils' attainment when they start school is variable, but rarely above average. Progress in Years 1 and 2 has been improving so that, even though attainment in the 2002 National Curriculum tests was below average, many pupils had made good progress. Staffing changes have further accelerated the improvement this year and current work is about average. Good progress continues in the juniors and this is especially evident in the work of pupils in Years 5 and 6. Achievement for all groups of pupils is now good so that, by the age of eleven, attainment is improving and is above average. This represents a good improvement over the National Curriculum test results in 2002, and results from the focus the headteacher and staff have given to raising attainment by Year 6.
54. Teaching and learning are good. Learning is aided by examples of imaginative teaching, such as, in Year 1, the development of the recognition for the need for accurate measurement in producing clothes in a task linked to design and technology. Pupils' positive attitudes and interest also aid learning. In the good lessons seen, the pace was brisk, explanations clear and all pupils were involved. Good use was made of practical resources in Year 6 as pupils learnt about the distinction between ratio and proportion. Pupils with special educational needs are well supported and make good progress towards their targets. Teaching assistants ensure they understand what to do and give clear explanations. On occasions, teachers are not sufficiently flexible when pupils' misunderstandings become evident. Questions are not used to encourage pupils to explain their ideas in sufficient detail. The school analyses test results effectively to find what pupils need to learn to improve. Suitable targets are set, often in discussion with individual pupils. Day-to-day marking does not help pupils understand how they can improve.

55. The curriculum is based on the National Numeracy Strategy but includes good opportunities to encourage pupils to use their skills to solve real-life or imaginative problems. This represents good progress since the previous inspection when this was identified as a weakness. The enthusiastic co-ordinator provides very good leadership and direction; these have helped to ensure a trend of rising standards.

Mathematics across the curriculum

56. There is effective use of mathematics in most other subjects. There is good use of data in science. Pupils measure accurately and record their findings carefully. They are accurately displayed in a range of charts and graphs. There are planned opportunities for measuring and scoring in physical education. Pupils are introduced to the need to measure accurately. Opportunities to use mathematical skills in geography are not identified or planned for in sufficient detail. Little data comparison occurs, for instance when pupils study St Lucia.

SCIENCE

Provision in science is **good**. Standards are about average by the end of Year 2 and attainment is now above average by Year 6. This represents good achievement.

Main strengths and weaknesses

- Pupils achieve well and virtually all reach, or exceed, the expected standard by Year 6.
- The curriculum is well organised so that scientific skills are developed effectively.
- Pupils are keen, behave well and enjoy the practical activities.
- Leadership and management are very good.
- Teaching is often good, although there are inconsistencies.
- Good use is made of pupils' mathematical skills.
- Older pupils do not have enough opportunities to plan their own investigations.
- Too often, teachers do not encourage pupils to explain their ideas or make suggestions.

Commentary

57. In recent years, attainment by Year 6 in the National Curriculum tests in science has varied but been below average overall. In 2002, results were similar to the national average and to those of schools with a similar proportion of pupils entitled to free school meals. Teacher assessments in Year 2 indicated that pupils' attainment was average. Current attainment is similar to that in Year 2, but has improved by Year 6 and is above average.
58. By the time they leave the school, pupils of all abilities achieve well in science because of a well-organised curriculum, with a strong emphasis on practical activities, and generally good teaching. As a result, after a dip in standards achieved by Year 6 in the National Curriculum tests in 2000 and 2001, there has been a significant improvement and attainment is now above average. This represents a further improvement over the average results of 2002. In 2002, the Year 2 attainment recorded was about average overall and few pupils attained highly. These results represented satisfactory achievement, but there are indications of an improvement this year. The curriculum is planned using national guidance, which is suitably modified to meet the needs of different classes. An emphasis on practical activities to enhance knowledge and skills was evident in two lessons on the properties of materials, including solubility and strength.
59. Pupils are very keen to learn about science and to get involved with practical activities. As a result, they behave very well and make good strides in their learning. Teaching is good overall, and never less than satisfactory. In the best teaching, pupils were engaged quickly and questions used to encourage learning. In Year 1, the teacher provided very well-planned opportunities for pupils to investigate materials and which would be best to wrap a parcel in to send to France. The lesson was a great success because the teacher did not try to limit pupils'

investigations. One girl initially selected foil because it would look pretty and could be bent, but she rapidly rejected it when she found it very easy to tear. Weaknesses in some lessons were that questions were not used well to encourage pupils to explain their ideas, and previous scientific vocabulary was not used sufficiently. In Years 3 and 4, for instance, pupils knew the word 'transparent' from previous work, but it was not used in the context of a solution. As a result, some pupils became confused over flour being suspended in water and thinking this was a solution. Assessment at a whole-school level is very effective, and pupils' progress followed well. Marking, however, is not consistent. Although some is detailed and helpful, many examples do not help pupils understand how they can improve and some errors and misunderstandings are not noted.

60. Good use is made of pupils' writing skills to produce reports, but there is little extended descriptive writing. Good use is made of mathematical skills. In much of the pupils' work, results had been gathered and analysed and graphs drawn. ICT, in the form of a digital thermometer, was used effectively to record temperature changes. Although pupils develop a good range of skills, not enough opportunities are available for the more able pupils, in particular, to plan their own scientific investigations to try to answer questions they have raised. Good progress has been made since the last inspection. Standards have risen, teaching is better and the emphasis on practical learning firmly in place. These improvements are because of the very good leadership and management of the co-ordinator, who has analysed pupils' test answers, observed teaching and sampled pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**. Standards at the age of seven are average and these are maintained by the age of eleven.

Main strengths and weaknesses

- Leadership and management of the subject are very good.
- Resources are very good.
- Assessment of the subject is very good.
- A range of successful community links has been established, which could be enhanced further.
- Technical support available is not always adequate.
- Teachers' skills in handling the variety of hardware and software available are not extensive enough.

Commentary

61. Standards in ICT are at least satisfactory and improving. Considerable investment has been made since the last inspection, and this is having a positive impact on both teaching and learning. Achievement of all pupils is currently satisfactory, but beginning to improve with the help of much improved resources. The curriculum is well planned and all aspects, including control technology, are in place.
62. Teachers' subject knowledge has improved and work is carefully planned across all areas of the curriculum, and links to everyday life. There is a vast infrastructure in place, although this occasionally fails, and teachers have to improvise in order to achieve the lesson objective. The lack of adequate technical support exacerbates these problems.
63. Lessons are well taught, and provide differentiated work to challenge all pupils. In some classes, which are too large to be contained within the suite, support is relayed from the suite to the classroom, where pupils can work on the same objectives, but with the help of teaching assistants. ICT is used extensively as an aid to teachers' planning and also to enhance assessment. It is also used to support many other features of the school's life, such as the end-of-term concert and the information for visitors in the foyer. Provision for pupils with special

educational needs is good and, where necessary, equipment is suitably adapted. Pupils' acquisition of skills is improving and, by the age of eleven, is good, as is their capacity to work independently. They are keen to learn and enjoy the subject. Homework is used to good effect and a scheme for parents to purchase reconditioned computers has been started, so that some pupils take their work home on disk.

64. The subject co-ordinator is very effective, very knowledgeable and well respected in the school and the wider community. He has worked hard since the last inspection to improve the resources and this has had an impact on standards. He now intends to raise the skill level of all teachers and support staff who have an enthusiasm to do this, due to his patient and considerate approach to staff training. He has introduced an effective method for assessment, in which the pupils are involved, and he identifies areas and pupils needing support quickly and graphically. He has a clear vision of where he wants the subject to go and is at the leading edge of ICT in the local area. Very good progress has been made since the last inspection, with all issues addressed.

Information and communication technology across the curriculum

65. Good use is made of ICT in English, where the skills of writing and redrafting are taught well, and in mathematics, where there are opportunities to develop data-handling techniques. In geography, very effective use is made of ICT to find information and create tourist brochures. The use of ICT in other subjects is developing and is good in whole-school projects, such as the use of the video camera and in wall displays.

HUMANITIES

Geography and history

Only one geography lesson was observed. However, evidence from pupils' work, curriculum planning and talking to pupils shows that provision for history is **satisfactory** but for geography it is **unsatisfactory**.

Main strengths and weaknesses

- There is good curriculum leadership in history.
- Use of ICT in geography is very good.
- There has been unsatisfactory improvement in geography since the previous inspection.

Commentary

66. The history co-ordinator has ensured that standards have been maintained since the previous inspection and remain in line with national expectations throughout the school. The co-ordinator's file is organised well. She has provided good level descriptors to aid teachers. Work is well advanced to introduce a good system for assessment in the subject.
67. In geography, pupils' achievements are good when using ICT to support learning in the subject. They have produced very good brochures to promote tourism in St Lucia, finding information through the Internet, copying and positioning pictures and the final result is individual work presented to a high standard. Pupils' understanding of mapping skills has been greatly enhanced by the use of computers. Pupils change the image on screen from an ordnance survey map to an aerial view of the same area. This learning aid has resulted in older pupils having a good understanding of topography.
68. The curriculum for geography lacks sufficient depth for pupils to gain full geographical understanding. This particularly affects more able pupils who do not achieve as well as they could. The planning for the curriculum in Years 3 to 6 has only one unit of work in some years

and this does not provide enough opportunity for the development and use of skills. Pupils' knowledge of climates and seasons in different locations is very limited. The choice of the area of Dartmoor, essentially a local study, as a contrasting locality in the United Kingdom limits the opportunities that geography can offer in extending the curriculum and pupils' personal development. The leadership of the subject has been unsatisfactory because of the long-term absences of the co-ordinator. The temporary co-ordinator has made a good start in addressing these weaknesses but actions have not had sufficient time to impact fully on the curriculum. There is no whole-school approach to assessment of the subject.

Religious education

The provision for religious education is **good**. The school has introduced a new locally agreed syllabus during the last two years and adapted the associated schemes of work well. These have been good improvements since the previous inspection.

Main strengths and weaknesses

- The curriculum is broad, balanced and taught through a good range of interesting activities.
- The quality of teaching and learning is good throughout the school.
- The co-ordinator provides good leadership.
- Assessment is not in a consistent format.

Commentary

69. There is a clear overview of the curriculum to help teachers with their planning. Samples of pupils' work show that all units of study are covered in sufficient depth to enable pupils to attain the expected standards in both targets of the locally agreed syllabus.
70. Teachers use the good range of resources well to interest and motivate pupils. Photographic evidence shows teachers dressed in Hindu costumes to make learning of this religion more first-hand in a location where pupils rarely see people from faiths other than Christianity. Videos and artefacts are also used effectively. Teachers use music to create a calm setting for lessons and this reflective ethos aids pupils' spiritual development. Pupils respond very well to opportunities for reflection and willingly discuss feelings, showing an appreciation of the needs of others. Pupils are keen to learn about other faiths and show a curiosity about life in other countries as well as ethnic minority groups within their own country. They do not have enough direct contact and experience of our multicultural society.
71. The co-ordinator is a great enthusiast for the subject. She has worked hard to introduce the relatively new schemes of work into the school. She has produced a very good portfolio of pupils' work to illustrate activities for each unit of study. This provides a good resource for teachers and will benefit from further development when the work samples show the levels of attainment.
72. Although some assessment of pupils' work takes place, there is no whole-school system. The quality of marking is not always sufficiently developmental for pupils to understand how they might improve.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

No lessons were observed, but scrutiny of work, displays around the school and discussions with staff and pupils indicate that provision in art and design and design and technology is **good**.

Main strengths and weaknesses

- Pupils' achievement is good and attainment is above average.
- Leadership and management are good.
- Assessment is good.
- Resources are good.
- Not enough use is made of ICT.
- Extra-curricular provision is very limited.
- In design and technology, insufficient use is made of the design phase.

Commentary

73. In both subjects, achievement is good and pupils' attainment is above average. A comprehensive scheme of work is in place with assessment opportunities, which are effectively monitored by the co-ordinators. In art and design, for example, all classes did pencil sketches of shoes, which were assessed by the co-ordinator, giving a good overview of the standards being reached and the number of pupils reaching each level. In art and design, in particular, assessment procedures are comprehensive and detailed, and help pupils to know how to improve.
74. Good links are established with other subjects, especially history, literacy and numeracy and, in both subjects, work is done to enhance the curriculum by taking part in external competitions. In design and technology, for example, three pupils travelled to France with a design for a papier-mache garden to enter into a competition. Artwork is regularly submitted to local galleries. In art and design, there are also good links with other cultures, and the art of Egypt and Africa, for example, are studied. In design and technology, the design phase does not always have enough emphasis, and written plans, prototypes and evaluations of the end product are limited. This affects the development of pupils' literacy skills.
75. Leadership and management of both subjects are good, and co-ordinators are effective in supporting the rest of the staff in developing their expertise. They are enthusiastic for their subjects and constantly review and revise their expectations, and this has an impact on the high standards. The use of ICT to aid the design process or to create pictures in a range of styles is not developed sufficiently. Progress in art and design has been maintained since the last inspection and, in design and technology, progress has been good.

Music

It was only possible to observe singing and one lesson. Pupils' achievement is satisfactory. In line with expectations for their ages, pupils sing with enthusiasm and maintain a melody. Pupils in Years 1 and 2 are learning about pulse and rhythm; by Year 2, some pupils' rhythmic work is above the expected standard. Older pupils have the opportunity to sing in the school choir and to learn to play the recorder during extra-curricular activities. There is limited assessment of pupils' work. Therefore, it is difficult for teachers to measure progress over time and plan for individual needs in lessons.

Physical education

Two lessons were observed in physical education. Evidence available, including planning, shows that provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The full range of the physical education curriculum is covered, with swimming introduced early in the juniors.
- The curricular planning is not detailed enough, and there are not enough opportunities for pupils to excel.

- There is limited formal assessment so that pupils know how they can improve.

Commentary

76. Pupils have access to a satisfactory physical education curriculum, which covers all the required elements. Swimming is introduced in Year 3. Satisfactory teaching helps pupils develop their ball control skills using racquets, but not enough attention is given to how pupils can improve their skills. The ball control skills of stopping, catching and throwing are barely adequate, with very little high attainment. Achievement, particularly for able pupils, is therefore, not high enough. Insufficient use is made of demonstration and evaluation by pupils to help them improve. The development of more detailed curricular guidance and assessment systems are recognised areas to improve, but progress in physical education has been limited by the focus on raising standards in the core subjects and the long-term absences of the co-ordinator.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

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

Main strengths and weaknesses

- Regular opportunities to discuss personal and social issues in 'circle time'.
- Visits by members of the community, including members of the police force and fire brigade.
- Sex education and education about the misuse of drugs are included in the science curriculum.
- Policy and approach are very good, and achievement in the classroom is satisfactory.

Commentary

77. The approach that the school takes is very good because it encompasses a very inclusive view of the subject. The ramifications for pupils' personal development are extensively worked out and the case for a very broad range of potentially useful applications is made. However, the co-ordinator for the subject recently left and the post is vacant. Lessons seen during the inspection did not match the standard of expectations of the policy, although they were satisfactory. Sometimes, preceding lessons are allowed to run into the allocated time, which means that the area to be covered becomes less thoroughly studied. In all lessons observed, teachers provided good role models, dealing sensitively with inclusion issues, and ensuring all pupils have equal opportunities to achieve. Members of the community, such as the police, fire brigade and from local churches, contribute well to aspects of pupils' personal, social and health education. Issues such as sex education and drugs misuse are usually explored with relevant parts of the science National Curriculum programme. Pupils are given responsibility for tasks around the school, such as lunchtime or library monitors, and they take these responsibilities seriously. There are a number of pupils in the school with specific needs who are well supported by staff and pupils alike, and the importance of the value of the individual is a feature of the school ethos. Provision has improved since the last inspection, more time has been given to the subject and a clearer focus has been established, for example the number of special-day celebrations from other cultures has increased.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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