

ERRATUM SLIP

Shiphay Community Primary School

Unique Reference Number: 113239

Contract Number: 262069

Date of inspection: 01/03/2004

Reporting inspector: Julian Sorsby

INSPECTION REPORT - paragraph 58 should read as follows:-

58. By the end of Year 2 attainment is above the national average but in line with the national average by the end of Year 6. There is no change in standards at the end of Year 2 since the time of the previous inspection. However, standards in the national tests for pupils at the end of Year 6 in 2003 were lower than those assessed during the last inspection. This was because of the high number of pupils with special educational needs and the high mobility of those particular pupils. Similar circumstances exist in the current Year 6, and standards are similarly average.

INSPECTION REPORT

SHIPHAY COMMUNITY PRIMARY SCHOOL

Torquay

LEA area: Torbay

Unique reference number: 113239

Headteacher: Ms E Gill

Lead inspector: Mr J Sorsby

Dates of inspection: 1st – 3rd March 2004

Inspection number: 262069

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 to 11
Gender of pupils:	Mixed
Number on roll:	412
School address:	Exe Hill Torquay Devon
Postcode:	TQ2 7NF
Telephone number:	01803 613556
Fax number:	01803 617034
Appropriate authority:	The governing body
Name of chair of governors:	Dr H Gorst
Date of previous inspection:	9 th November 1998

CHARACTERISTICS OF THE SCHOOL

Shiphay Primary School is larger than most primary schools. Almost all pupils are of white British background, only a small number being of other backgrounds. Almost all pupils speak English as their first language and none are at an early stage of acquisition in English. Twenty per cent of pupils have been identified as having special educational needs, which is above average and 17 pupils have statements of special educational needs, which is very high. The majority of pupils with special educational needs have speech or behaviour difficulties or a physical disability. Thirteen per cent of pupils joined or left the school at times other than normal in the past year, which is above average. In some classes the proportion was in excess of 40 per cent. Class sizes vary from 24 to 33. Overall, pupils' attainment on joining the school is well below average, and is significantly lower than at the time of the last inspection, reflecting the changing population in the school's main catchment area.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14042	J Sorsby	Lead inspector	
32677	B Horley	Lay inspector	
8864	P Clifton	Team inspector	Mathematics Information and communication technology Music Religious education
32943	D Townsend	Team inspector	Art and design Design and technology Physical education
19861	K Trikha	Team inspector	Science Geography History Areas of learning for children in the Foundation Stage Provision for pupils with English as an additional language
11720	P J Winch	Team inspector	English Modern foreign languages Provision for pupils with special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school with many excellent features. Excellent leadership and management, an excellent ethos and excellent attention to the needs of each pupil, including the higher than average proportion with special educational needs and those who are physically disabled, result in a very good quality of education that enables pupils to achieve very well. This is despite the large number of pupils joining and leaving the school during the year. Pupils and parents are very happy with the school, which is providing very good value for money.

The school's main strengths and weaknesses are:

- The very good quality of teaching and learning.
- Above average standards in English and mathematics as a consequence of very good achievement.
- Very good provision for pupils' personal, social and health education and excellent provision for their spiritual, moral, social and cultural development, resulting in excellent attitudes and behaviour.
- Excellent leadership and management by the headteacher, deputy headteacher and senior staff and very good governance of the school.
- Exceptional attention to the academic, emotional and physical needs of each pupil.
- Very good support to pupils, teachers and management by teaching assistants, office and caretaking staff.
- A very well enriched curriculum that inspires pupils and a very close relationship with parents that supports pupils' learning.
- There are no significant weaknesses.

Improvement in the school since it was last inspected in 1998 has been excellent. There has been improvement in almost every aspect of the school, including pupils' standards and achievement, their attitudes, behaviour and personal development, the quality of teaching and learning, assessment procedures and the use of data to help teachers meet individual pupils' needs, the quality and enrichment of the curriculum, care of pupils, the school's partnership with parents and its leadership and management.

STANDARDS ACHIEVED

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

*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.*

Overall, pupils achieve very well. Children join reception with standards that are well below those expected for their age, and achieve very well as a consequence of very good teaching. They are on course to reach their goals in all areas other than their personal and social development in which they considerably exceed their goals. In the national tests at the end of Year 2 in 2003, standards were above average in reading, writing and mathematics and well above the average for similar schools in writing. In the national tests in 2003, Year 6 pupils achieved very well despite very high mobility of pupils with more than 30 per cent of the pupils concerned having joined or left the school during their last four years and a high proportion of pupils with special educational needs. Their standards were average in English and science, but below average in mathematics. Pupils now in

Years 1 and 2 are achieving very well as a consequence of very good teaching and are likely to achieve above average standards in reading, writing and mathematics. Pupils currently in Year 6 are working at above average standards in English and mathematics and average standards in science. They achieve very well in English and mathematics in response to very good teaching. Pupils' recall of what they have learned in science indicates that their standards are average and achievement is satisfactory, despite their not having had science lessons for some weeks because of the nature of the school's timetables. In Year 6, standards are well above expectations in art and design and personal, social and health education. They exceed expectations in information and communication technology (ICT), physical education, music and religious education; pupils achieve very well in French. Standards could not be measured in history, geography, or design and technology. Pupils with special educational needs, higher attaining pupils and gifted and talented pupils all achieve very well and there are no differences between the achievement of boys or girls or the very small number of pupils from different ethnic backgrounds.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are excellent. Pupils display excellent attitudes to learning and their behaviour is exemplary. However, attendance rates are only satisfactory because of parents who take their children on holiday in term time.

QUALITY OF EDUCATION

The school provides a very good quality of education. The quality of teaching is very good throughout the school and pupils learn very well. Teachers' planning is excellent and exciting and interesting lessons result in pupils being highly motivated. There are very high expectations of behaviour and pupils respond admirably. Very good use is made of assessment data to provide appropriate challenge for each pupil, based on realistic expectations, and exemplary care is taken to ensure that every pupil is fully involved, including those who join the school late in their primary education. Planning is very well linked to the scheme of work in each subject, enabling pupils to build systematically on their prior learning. The needs of all pupils, including higher attaining pupils and those with special educational needs, are being very well met. Teachers provide a rich curriculum that stimulates learning and matches pupils' interests. These are very well enriched by a very good range of extra-curricular opportunities and additional and specialised lessons for pupils requiring extra help to reach their potential. Very good provision is made for pupils who have special educational needs. Pupils receive very good support and guidance to guide their learning, and have an excellent understanding of how they can improve, based on very clear personal targets. Parents are very strong partners in their children's education, in school and at home. Very good links exist with other schools and there are good links with the community which enhance pupils' learning.

LEADERSHIP AND MANAGEMENT

The headteacher, deputy headteacher and other members of the Strategic Management Team provide excellent leadership and management, and this, coupled with very good governance of the school, has contributed very significantly to pupils' improving achievement, rising standards, the inclusive nature of the school and the very significant improvements since the last inspection. Governors carry out all their statutory duties very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express satisfaction with the school. They recognise the high expectations regarding their children's work and behaviour and as a result they see the school encouraging their children to become mature and independent. Pupils say that they enjoy school and their lessons.

IMPROVEMENTS NEEDED

There are no significant matters requiring the school's attention. However, children in the Foundation Stage need more opportunities to extend their learning outside the classroom.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve very well throughout the school. Their standards rise from well below average on entry to the school to above average by the end of Year 6. With the exception of a slight decline in standards in 2003 due to the high mobility of pupils and a high proportion of pupils with special educational needs in Year 6, standards have been steadily rising.

Main strengths and weaknesses

- All pupils, including those with special educational needs, higher attaining pupils and those who are gifted and talented, make very good progress.
- Pupils are highly competent in the use of ICT.

Commentary

1. As can be seen from the following table, despite children joining reception with standards that are well below expectations for their age, standards in reading, writing and mathematics achieved in the 2003 national tests for pupils in Year 2 were above average. The trend in standards in all three subjects has been one of improvement. This very good achievement is a consequence of very good teaching, very careful attention to the needs of individual pupils and an exciting curriculum that results in pupils being highly motivated to learn.

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

Standards in:	School results	National results
reading	16.5 (16.5)	15.7 (15.8)
writing	15.8 (14.4)	14.6 (14.4)
mathematics	17.1 (16.6)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year

2. The following table demonstrates that standards in the 2003 tests for Year 6 pupils were slightly better than 2002 in English, but lower in mathematics and science. They have fluctuated slightly over the past five years. In English they were above average, in science they were approximately average but in mathematics they were below average. Nevertheless, in all three subjects, given pupils' very low starting point, they represent very good achievement for these pupils. The year was characterised by a much higher than usual proportion of pupils with special educational needs and a high proportion of pupils who joined the school too late in their primary education to benefit fully from the very good quality of education. In Years 3 to 6, pupils' very good achievement is similarly a consequence of very good teaching, very careful attention to the needs of individual pupils and an exciting curriculum that results in pupils being highly motivated to learn.

Standards in national tests at the end of Year 6 – average point scores in [year]

Standards in:	School results	National results
English	27.2 (27.0)	26.8 (27.0)
mathematics	26.0 (27.2)	26.8 (26.7)
science	28.8 (30.3)	28.6 (28.3)

There were 65 pupils in the year group. Figures in brackets are for the previous year

3. Although overall standards are largely unchanged since the last inspection, pupils' achievement is much improved because they are reaching the same standards as previously but from a lower starting point. The lower starting point reflects the change in the school's catchment area and higher pupil mobility. Year 6 standards were achieved despite the high proportion of pupils with special educational needs and high pupil mobility.
4. The achievement of pupils with special educational needs is very good and significantly better than at the time of the last inspection. Teachers provide work which suits pupils' needs and deploy teaching assistants to give very good support. Pupils quickly improve speaking and listening skills and learn how to read by sounding out words and looking for picture clues. They practise writing evenly and, as they move up the school, they assemble a wider vocabulary to help them express their thoughts.
5. In English, children now in reception joined with well below average standards in their writing, speaking and listening and reading. As a consequence of very good teaching, almost all are likely to achieve their goals in speaking and listening, writing and reading by the end of reception and join Year 1 with average standards. Their achievement is very good.
6. Pupils now in Years 1 to 6 are achieving very well and their standards in English are above average. This is a consequence of continued very good teaching. The standards of current pupils in Year 6 are above average rather than well above average because, similar to last year, there is a high proportion of pupils with special educational needs, who, although they are making very good progress, started from a lower baseline.
7. In mathematics, pupils in Years 1 and 2 are achieving well and in Year 2 standards in mathematics are above average. This is a consequence of good teaching. The quality of teaching and pupils' achievement is also good in Years 3 to 6, and standards of current pupils in Year 6 are above average. As in English, they are not well above average because of the high proportion of pupils with special educational needs, who, although they are making very good progress, started from a lower baseline.
8. In science pupils in Years 1 and 2 are achieving well and in Year 2 standards in science are above average. This is a consequence of good teaching. The teaching of science in Years 3 to 6 took place during a block of time earlier this term. Individual lessons were taught during the inspection, but for the pupils these were somewhat out of context. The quality of teaching seen in Years 3 to 6 cannot therefore be accurately measured, and the judgement of standards is based on pupils' recall of what they have learned some weeks ago. Standards in Year 6 are average. The same pupils had average standards when at the end of Year 2. They have therefore made satisfactory progress despite a high proportion having special educational needs and there having been high mobility of pupils, with many pupils not being in the school long enough to benefit fully.
9. In those other subjects in which standards were measured during the inspection, they were consistently good or very good. In ICT, religious education and music in Years 2 and 6, art and design in Year 2 and physical education in Year 6 they were above expectations. In art and design in Year 6, and personal, social and health education throughout the school, standards were well above expectations. Pupils achieve very well in French. These standards are the consequence of very good teaching, very careful assessment of what pupils know, very good planning by teachers and highly motivated pupils who enjoy learning because lessons are designed to be fun.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are excellent as is their spiritual, moral, social and cultural development. These are major strengths of the school. Attendance is in line with the national average and punctuality is good.

Main strengths and weaknesses

- Pupils' excellent personal development is reflected in their excellent attitudes, behaviour and relationships and is a consequence of excellent provision for their personal, spiritual, moral, social and cultural development.
- Pupils of all ages show great maturity for their age and a strong desire to accept responsibility.
- Pupils are highly motivated and exceptionally well behaved.

Commentary

10. Pupils demonstrate great eagerness to learn and to play a responsible role as members of the school community. At the time of the last inspection behaviour was described as good; it is now excellent in lessons and around the school. Pupils are polite and friendly to each other and to adults. The school's expectations of their behaviour and levels of responsibility are very high and applied consistently throughout the school. For example, in reception classes, children are expected to select those activities they want to do at various times of the day. They respond very well and show themselves able to work with minimal adult supervision. Pupils of all ages respond instantly to teachers' use of classroom wind-chimes, used to bring immediate silence and attention.
11. Pupils have a very good understanding of the rules of a community, based on the very good role models provided by their teachers and other adults with whom they relate. Characteristic of the excellent relationships in the school is the manner with which pupils welcome and encourage those among them who have special educational needs, and particularly those with physical disabilities. Harassment and bullying are rare and dealt with quickly and effectively. Both bullied and those responsible for bullying are well supported. The aim is to change behaviour by positive action rather than punishment.
12. The school provides exceptionally well for pupils' personal, spiritual, moral, social and cultural development and throughout the school pupils are very mature for their age. The reception class establishes an excellent basis for attitudes and behaviour in the rest of the school. The school has many opportunities for pupils to take responsibility, which they do with enthusiasm. When asked pupils speak with pride in the job entrusted to them.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.7	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.

13. As at the time of the last inspection, the rate of attendance is in line with the national average and punctuality is good with classes starting promptly.

Exclusions

14. There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school is providing a very good quality of education. A very well developed curriculum ensures exciting lessons that interest pupils and meet their needs. Very good teaching results in pupils enjoying their lessons and learning very well.

Teaching and learning

The quality of teaching and learning throughout the school is very good.

Main strengths and weaknesses

- Teachers motivate pupils exceptionally well and set very high expectations for behaviour and learning.
- Teachers' planning is excellent and meets the needs of each pupil.
- Pupils of all abilities, including those with special educational needs and those with disabilities are fully involved in each lesson and challenged appropriately.
- Assessment is very good and very good use is made of the data collected.
- Pupils have an excellent understanding of their own learning and progress and how to improve their work.

Commentary

- Planning is often excellent throughout the school. This and the very good use of information from assessment result in lessons that challenge each pupil appropriately. An exceptionally calm and highly productive atmosphere increases pupils' learning further. Great care is taken to ensure that every pupil is able to participate fully in every lesson. Although lessons observed were overwhelmingly good, and a lesser proportion was very good, strong evidence exists of pupils making very good progress over time as a consequence of very good teaching.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	9 (21%)	26 (62%)	5 (12%)	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. One observed lesson was not graded.

- Teachers take great care to ensure that pupils fully appreciate the strengths and weaknesses in their work and how to improve. This is achieved through regular marking of pupils' work, with teachers writing constructive comments alongside the marks given. Additionally, pupils are made very aware of their individual targets and how they can work towards achieving them.
- Teaching and pupils' learning are much improved since the last inspection. This is particularly so in relation to the use made of assessment data to ensure that each pupil is appropriately challenged by lessons.
- The teaching and learning of pupils with special educational needs are very good and much improved since the last inspection. Teachers know pupils very well and set work which enables them to achieve their targets. Teaching assistants give very good support by encouraging pupils to try hard and by helping them to understand the task. They offer individual help with reading, encouraging pupils' self-esteem. Staff regularly assess pupils' progress and adapt the work to meet individual pupils' needs.
- Characteristically, lessons proceed at a brisk pace with pupils very aware of the high expectations teachers have of their work and behaviour. Pupils enjoy lessons, and parents rightly consider teaching to be a strength of the school. In a small minority of lessons, the pace is slower than normal, but pupils still maintain their concentration and make progress.

The curriculum

Overall, the curriculum is very good. It is innovative and meets the needs and interests of pupils very well, often in an exciting or fun-filled way. There are very good opportunities for enrichment both within and beyond the school day. The school's accommodation and resources support the teaching of the curriculum well. The school is very well staffed.

Main strengths and weaknesses

- The curriculum is imaginatively designed, meets all statutory requirements and caters for the interests, aptitudes and particular needs of all pupils. It promotes pupils' personal development very well.
- The school has good teaching and learning resources including very well used interactive white boards. This, coupled with a stimulating learning environment in which celebration of pupils' achievements through high quality displays, supports pupils' learning very well.
- Expertise within and beyond the school is used very effectively to enrich the curriculum.
- Pupils are prepared very effectively for subsequent stages of their education.
- The curriculum is carefully and continually evaluated and this ensures that innovation is continuous and carefully managed.
- Outdoor provision for children in reception is not fully developed.

Commentary

20. The school is very successful in ensuring that all pupils experience a broad, enriched and creative curriculum, uniquely tailored to their needs and designed to help them have fun learning. A good example is the study of history. At one moment during the inspection, whilst Year 6 pupils hid under tables with gas masks ready, enacting an air-raid in their study of World War Two, over 50 children in reception, including physically disabled children, changed into their best clothes and attended a wedding complete with bride, groom and a photographer, learning about life events. At one end of the school the headteacher looked resplendent in her wedding hat, while at the other, the caretaker was running around wearing a tin helmet and sounding an air-raid siren in his role as the air-raid warden. All pupils, including those with special educational needs benefited greatly from this typically innovative range of activities.
21. Timetables are expertly adapted to meet all pupils' needs. For example, younger pupils, experience 'café time' each day, offering structured speaking and listening opportunities in a social setting while all pupils participate in daily 'Fit for Learning' physical activities as part of the school's commitment to developing healthy living. The school has also restructured its teaching of the wider curriculum. Periodically, 'Foundation Celebrations' are taught. The links between subjects are identified and taught in depth. This is promoting high achievement, as pupils develop their knowledge and understanding in a more sustained way. Overall, there has been very good improvement in curricular provision since the time of the last inspection when it was satisfactory.
22. Higher attaining and gifted and talented pupils have been carefully identified and are very well provided for in lessons with appropriately challenging work. The provision for pupils with special educational needs is very good, an improvement since the last inspection. A strong feature of provision is the close co-operation between teachers and teaching assistants, which enables pupils with learning difficulties to experience the full curriculum and achieve as well as other pupils.
23. The school places great emphasis on teaching pupils life skills. Personal, social and health education are taught regularly through the school's carefully planned curriculum for citizenship and personal effectiveness skills. Personal qualities and life skills are the focus of a systematic programme for collective worship and all the staff provide excellent role models for pupils. The school has developed a high quality learning environment which is enriched with beautiful and informative displays and modified to ensure plenty of specific learning areas for quiet study and

library work. Consequently, pupils feel very enthused about learning and recognise that learning about themselves is a crucial part of their education. Provision for children in reception to learn out of doors is not fully developed. Overall, the school's accommodation lends itself well to the teaching of the curriculum, and the school is well staffed with appropriately qualified and experienced teachers and teaching assistants. Expertise within the school is well used too, with a wide range of extra-curricular clubs and activities on offer to all pupils.

24. Pupils are prepared very effectively for subsequent stages of education. The Primary Investors in Careers programme, taught across the school, ensures that pupils are continually evaluating their own development and invites them to consider issues related to moving into new year groups and, later, to secondary school. There is a very effective School Council, comprising of thirteen Year 6 pupils. The school very effectively manages links with many secondary schools. Tutors from these schools all visit Year 6 pupils, the headteacher meets with their parents and the school arranges that all pupils gain the opportunity to visit the school before transfer.

Care, guidance and support

Provision for the care, welfare, health and safety of pupils is very good. The school provides very good support, advice and guidance to pupils, based on very effective monitoring. The school very effectively seeks, values and acts on pupils' views.

Main strengths and weaknesses

- This is a very caring school in which pupils' welfare, health and safety have a high priority.
- The school values each pupil and supports and guides each very well.
- The process of welcoming children into reception and new pupils into the school is very good.
- There is a very effective school council.

Commentary

25. The school provides a very safe and secure environment, based on regular health and safety checks by staff, governors and the local education authority. School buildings are very well maintained, clean and tidy. Pupils show great respect to their surroundings. Child protection procedures are fully in place and all staff have received up-to-date training.
26. This is a very caring school in which each pupil is highly valued as an individual. The care of pupils is intimately linked to the excellent work undertaken to promote their personal development and self-esteem. Personal support was good at the last inspection and is now very good and pupils have excellent relationships with teachers and other staff. In keeping with the very well developed pastoral care policy, detailed records are maintained concerning each pupil, particularly drawing attention to any aspects of life outside school that might necessitate teachers dealing with sensitive issues.
27. Pupils regularly assess their own academic and personal development and participate in setting their own targets. This is an improvement since the last inspection.
28. Very effective induction procedures ensure new entrants are known by staff and quickly settle into school. There are good links with surrounding playgroups, and parents and pupils are encouraged to visit and spend time in the classroom before starting school. As a "designated access school" for the area it welcomes a number of children with physical and other difficulties. Parents spoken to during the inspection praised the staff for their care in ensuring that these children are fully integrated and that their needs and those of their parents are catered for.
29. The school highly values the views of pupils and seeks these informally, and formally through the very effective school council meetings with the deputy headteacher. The council chair

produces a formal agenda of items of interest to pupils or about which the school is seeking their views. The council is well publicised within the school and there is a system of class representatives to ensure communication to all pupils.

30. Staff offer very good personal support to pupils with special educational needs. They are always positive and use praise effectively. This raises pupils' self-esteem. The specific and realisable targets in pupils' individual education plans are taken full account of in teachers' planning, helping pupils with special educational needs to achieve as well as all other pupils. The school has productive links with outside agencies, which assist in the assessment of and planning for pupils with learning difficulties.

Partnership with parents, other schools and the community

The school has very strong links with parents and enjoys their overwhelming support. There are good links with the local community. Very good links with other schools and colleges enhance pupils' learning opportunities.

Main strengths and weaknesses

- The school enjoys very good relationships with its pupils' parents.
- Parents support their children's learning very well.
- Good links with the community enhance the curriculum.
- There are very good links with other schools that contribute to pupils' learning and ease the transfer of pupils.

Commentary

31. The school's very strong links with its pupils' parents and carers support pupils' achievements very well. Parents feel that their children like school and that they make good progress. They recognise the school's high expectations regarding their children's work and behaviour and as a result they see the school encouraging their children to become mature and independent. There are a significant number of parents who are involved in supporting learning in the school. The school deals well with parents' concerns but some parents of older children would welcome easier access to class teachers at the start of the day. Parents are very pleased with the level of homework and the way the school enables them to help their children. This contributes very well to pupils' learning.
32. The provision of information to parents is very good, which is an improvement on the last inspection. High quality annual reports, informative parents meetings, regular newsletters, informative leaflets known as 'Parent survival guides', and the recently produced and highly professional school website, all act as major sources of quality information to parents. There is good involvement of parents in the decision making of the school and there is a very active parent teacher association, the Friends of Shiphay School, which runs social events and raises funds for the school.
33. The school has good links with the community. The church is involved in the curriculum and in assemblies. Pupils raise funds for local homeless people and the choir and orchestra perform round the area. Local business people contribute to the curriculum. For example, the director of the Plymouth Marine Aquarium gave a very interesting talk to Year 4 pupils about working life.
34. The school works well with local pre-school organisations to ensure the smooth transfer of pupils. There are strong links with other Torbay primary schools, with the headteacher previously taking a leading role on behalf of the local education authority in developing transfer arrangements between schools and currently as a Primary Strategy Consultant Leader in supporting leadership teams in local schools to raise their standards in literacy and numeracy.

Pupils move on to nine secondary schools and several of these provide educational opportunities such as master-classes in mathematics and the use of a media suite.

35. Links between the school and parents with children with special educational needs are very good. Parents give excellent support to the annual reviews of pupils with statements of special educational needs and express appreciation of the provision the school makes for their sons and daughters. The co-ordinator works very hard to keep parents informed of pupils' progress and to involve them fully in their children's education.

LEADERSHIP AND MANAGEMENT

The leadership of the school by the headteacher, deputy headteacher and other members of the Strategic Management Team is excellent. Governance of the school is very good. Management is excellent and contributes very significantly to pupils' achievement. The quality of teaching, learning, assessment, the curriculum, the partnership with parents, support of pupils and the excellent leadership and management of the school all aid pupils' achievement. Barriers to raising achievement are pupil mobility and the high incidence of special educational needs.

Main strengths and weaknesses

- Governors are very knowledgeable and intimately involved in helping set the direction of the school.
- The headteacher, deputy headteacher and senior staff provide excellent clarity of vision for the school, excellent leadership and management and are excellent role models.
- The school evaluates itself very well and takes rapid and appropriate remedial action as required.
- Strategic planning and financial management are both targeted at raising standards and enhancing pupils' personal development.
- All staff work as a very strong, unified team, determined to do their best for their pupils.

Commentary

36. Governors are very knowledgeable and intimately involved in helping set the direction of the school. A strong committee structure both supports and challenges the headteacher and senior managers so that the school moves from strength to strength. The headteacher's clarity of vision about how the school needs to develop is shared and supported by the deputy headteacher and senior staff. Each provides excellent leadership and management and each is an excellent role model. As a result, the ethos of the school strongly supports both the personal and educational development of the pupils. Relationships within the school are excellent so that pupils want to learn and do their best.
37. Detailed analysis of test results and other data lead to swift identification of areas for development and appropriate action. For example, when the results in the national curriculum tests for mathematics dipped to below average in 2003, the Strategic Management Team analysed why this might have occurred and included a response in the school improvement plan. As a result, standards in the current Year 6 are above average. When speaking skills were found to be a weakness of pupils on entry to the school, an oracy group was set up and planning focused on giving pupils plenty of opportunities to speak in different situations. Standards in speaking are now above average in Years 2 and 6. The response to the last inspection report was rapid and improvement since then has been excellent.
38. The school's planning and its allocation of funds are both very well targeted at meeting priorities, each related to raising standards and supporting pupils' personal development. In the face of tight budgets locally, the school has succeeded in saving money towards the building of a nursery, and hence has reserve funds above the recommended limits. The headteacher, with her staff, is constantly seeking new ways of helping pupils to learn. The DfES interactive whiteboard pilot scheme, for example, has given a new dimension to teaching and learning and increased the pace of lessons and at which pupils progress. The effectiveness of the school's

procedures is recognised by the local education authority as an example of best practice. Parents comment very favourably on how well the school is led and managed. Finances are exceptionally well managed to enable the school to meet the targets of the school improvement plan, and there is careful monitoring of how effectively money is spent. Very well guided by governors, the school adheres to the principles of best value. Governors carry out all their statutory duties very well.

39. The co-ordination of subjects is very good. Planning takes full account of what pupils have learnt previously. Special educational needs is very well co-ordinated. Individual education plans are in place and provision for those with physical needs is very good. The school is strongly committed to ensuring that pupils of all abilities benefit fully from the varied curriculum. All staff work as a very strong and unified team, determined to do their best for their pupils. Because they are involved in whole-school planning, all teachers share in the success of the initiatives. Performance management is strong and increases teachers' confidence in the classroom.

Example of outstanding practice

Excellent leaders and managers and a very strong staff team constantly challenge themselves to drive the school forward to greater success.

The school is a strongly united partnership between teachers, non-teaching staff, governors, parents and pupils. This is because the headteacher leads by example, sets challenging targets in the school improvement plan and monitors their success rigorously. Because all staff have a shared vision of how the school should be, the headteacher is able to drive forward initiatives with vigour. Governors visit the school frequently and participate fully in its life, for example, by visiting classrooms and assisting with activities such as football practice. The Strategic Management Team is comprehensive, consisting of the headteacher, deputy headteacher and team leaders as well as associate members appointed for a specific purpose. This means all areas of the school have a voice and staff, both teaching and non-teaching, feel involved in activities – such as the enactment of the wedding in reception classes and the air-raid in Year 6 classes. When things go well, everyone shares in the success, and when situations arise that cause concern, everyone unites to put them right. The way staff work in harmony acts as a very strong example to pupils.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	911,587
Total expenditure	897,234
Expenditure per pupil	2,157

Balances (£)	
Balance from previous year	59,783
Balance carried forward to the next	74,136

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in reception is **very good**.

Main strengths and weaknesses

- The provision for personal, social and emotional development is excellent.
- The quality of relationships is excellent and all children feel included.
- The quality of support and provision for pupils with special educational needs is very good.
- Detailed planning and very good teaching, built on very effective assessment, enable children to reach the expected standards.
- Resources are good. However, outdoor provision is not yet fully developed.

Commentary

40. There are currently 54 children in the two reception classes. Teachers prepare a thorough induction package to ease transition arrangements for children when they join reception. Although their attainment on entry is well below average in all areas of learning, children make very good progress because teaching and learning are very good. This has changed since the last inspection in which attainment on entry was average with satisfactory progress made by children during their stay in reception class. By the end of reception their attainment is broadly in line with the expected levels for their age and above the national expectations in personal, social and emotional development.
41. Children's attainment on entry to reception is lower than at the time of the last inspection. This confirms a trend identified by the school, and is a consequence of a significant change in the nature of the area from which the school draws its children. A higher proportion of children now join the school from the adjacent area of social housing.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- A calm, orderly and supportive ethos creates excellent relationships.
- Clear procedures enable children to work independently and take responsibility.
- Children are taught courtesy and responsibility by staff, who have high expectations of their behaviour.

Commentary

42. Children quickly develop confidence in this safe environment in which high quality relationships are modelled by all staff. Very good classroom systems have been developed which ensure that children are clear about procedures such as to stop and listen to the teacher when the wind chime sounds. The classroom is organised for independent learning and the children access equipment quickly. Movement in classrooms and corridors for activity changeover is smooth and there is the minimum of fuss when two classes join to work together on activities. Children put up their hands to answer, take turns and listen without interruption, thus valuing the contributions of their peers. They understand and follow the class rule displayed on the wall in a child's writing, 'We sit smart and listen.' Children are on course to reach well above the expected levels for their age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking and listening are given priority across the curriculum.
- Staff provide good role models for whole-class reading.
- Children apply their understanding of phonics well in sounding words.

Commentary

43. Speaking and listening are developed well through the wide range of interesting activities. Children understand instructions clearly and work independently, sustaining high levels of concentration. Teachers are particularly good at asking questions, intervening with the appropriate vocabulary, making supportive remarks to sustain extended answers and praising the children when they give correct answers. Pupils can identify the title page, the question mark and tell that there are four words in 'Who's in the shed'? The majority of children are able to use their phonic knowledge to read and write simple words. Teachers are good role models in reading and children learn from them to read with expression. Children are on course to reach the expected levels for their age.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Mathematical development is integrated into all areas of learning.
- Children are able accurately to describe three-dimensional shapes using appropriate vocabulary.
- ICT is used well to enable children to count and learn about directions.

Commentary

44. Children are able to describe three-dimensional shapes such as a cylinder and a cuboid. All children, including those with special educational needs, make very good progress in making squares on computers by using numbers and direction keys. The very good classroom organisation and planning provide opportunities for children to practise counting while playing in the playground, using the timer for changing shoes and laying the table for café time. Children deepen their understanding of patterns by stringing beads and of shape and space by making a tower using wooden bricks. Children are on course to attain standards expected of their age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children learn about their cultures and beliefs through practical work.
- Children have regular access to computers.

Commentary

45. Teachers create very good opportunities to develop children's understanding of their cultures and beliefs. In a lesson, children enthusiastically celebrated a Christian wedding through role-play by wrapping up presents, dressing up for the wedding and using confetti to mark the special occasion. Adults participated fully in the activity, giving opportunities for children to see what happens in a wedding ceremony, and parents prepared the food for the wedding party. All children, including those with a physical disability, have regular access to computers and show good mouse control in moving the cursor on the screen. They are introduced to pictures of planets and islands while working on the computer. Through small group work and excellent technical support from the technician in the computer room, teachers ensure all children have full access to ICT. Consequently all are on course to reach the expected level for their age.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children use a good range of materials in the classroom.
- Teachers provide lots of opportunities for children to refine their hand control.

Commentary

46. Children are able to use cutting instruments accurately and well and are beginning to develop pencil control in their writings and drawings. Some good, robust, energetic play was seen during the inspection using space in the playground. Children ran, hopped, jumped and sang the song 'hokey cokey' by using actions for moving in and out of a circle. Children are on course to reach the expected levels for their age. The outdoor play area, which is used for running and playing creative games, needs to be developed to facilitate other areas of learning.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children confidently use drawing and painting to record their work.
- Teachers plan regular opportunities for singing, music and movement.

Commentary

47. In the lessons observed, children were confident in drawing pictures of animals such as an owl and a tiger to demonstrate their understanding of the book 'Who is in the shed'? In another lesson they painted squares and circles to show how the flat shapes had originated from three-dimensional shapes. Children enjoy singing their name while answering the register and listen to a variety of music played in the class and in assembly. They are on course to reach the expected levels for their age.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good, so that pupils achieve very well.
- Standards in handwriting and in written expression are high.
- Teachers group pupils effectively, and set work that matches their needs.
- Pupils' behaviour and attitudes to learning are excellent.
- The co-ordination of English is very good, with all teachers committed to helping pupils improve.

Commentary

48. Standards in Years 2 and 6 are above average and this represents very good achievement. Teaching is very good, so pupils learn quickly and their attitudes and behaviour are excellent. Standards, teaching, learning, and attitudes have all improved since the last inspection. By Year 2, pupils have progressed very well in all aspects of English. They speak confidently, making good eye contact, and are developing a wide vocabulary, which helps them express themselves at length, as when Year 1 pupils discussed alternative endings to *Red Riding Hood*. Because they listen attentively, pupils know what to do and no time is wasted in lessons. Pupils enjoy reading aloud their own work, which they do fluently and accurately. In the introductory part of lessons they join in willingly to read together a poem or story. Subsequent discussions show they understand what they have read. Pupils write very well. They compose grammatically correct sentences in neat, well-formed handwriting, much of which is joined up. While higher attaining pupils write fluently and accurately, those of average and lower attainment sometimes struggle with spelling and forget full stops and capital letters. Because teachers set work which suits different ability groups, pupils improve rapidly. Support from teaching assistants has a significant effect on how well pupils progress.
49. By Year 6 pupils speak and listen very well. The school's emphasis on speaking skills has led to noticeable improvement, so that pupils enjoy discussing their ideas in small groups. They command a wide range of vocabulary, which gives them confidence to express a point of view. Pupils are very good at using precise vocabulary, such as imagery, alliteration and participles; this indicates how well they have learnt. Teachers help pupils to develop a love of reading. As a result, pupils show great sensitivity to language. The Year 6 classes read aloud from *Rose Blanche* with clarity and expression. They understand the sadness Rose felt and could explain what life must have been like for her in World War Two. Teachers' excellent modelling of expressive reading, together with the illustrations on the whiteboard, captivated pupils' interest and led them to reflect on others' suffering. The quality of writing is very impressive. Pupils of all abilities in all years present their work in an organised and attractive manner. This shows their excellent attitudes and teachers' high expectations of what they can do. By Year 6, pupils vary sentence structure, using forceful openings to sentences and punctuation to aid meaning – for example, 'Frightened, she stared at the boys behind the barbed wire', referring to Rose Blanche. The best writing is of a very high standard, well above what is expected of 11 year olds. A strong feature of English is the very good co-ordination of the subject, so that all teachers share a strong commitment to raising standards even further.
50. Pupils with special educational needs achieve very well because they have expert support from teaching assistants. The assistants work very closely with the class teachers, who provide appropriate work and interesting resources to help them learn. Individuals or small groups receive very effective support outside the classroom from teaching assistants, who

have extensive knowledge of pupils' needs as expressed in the targets of individual education plans. Computers assist pupils to draft their work and to research material for project work. ICT is an integral part of their learning.

Language and literacy across the curriculum

51. Although very good work in literacy skills is done within the English curriculum, teachers also constantly attend very well to reading and writing in other subjects. Lists of words, related to the various subjects, are displayed in classrooms and referred to in the course of a lesson. This helps pupils improve their reading and spelling, and increase their command of words. In science, for example, teachers encourage the use of specific language, such as 'thermal insulation', though pupils sometimes struggle with spellings. Teachers in art and design and religious education emphasise the appropriate terminology, and this helps pupils to learn more quickly. Reading and writing skills are further promoted through ICT, when pupils research information for project work or word-process a piece of creative writing.

Modern foreign languages

Provision in French is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good, so pupils achieve very well.
- Pupils' attitudes to their work are excellent.
- Schemes of work are well planned to provide a variety of interesting activities.

Commentary

52. Pupils in Year 6 classes begin French to help them prepare for secondary school and to broaden their cultural awareness. The subject has been introduced since the last inspection and pupils have achieved very well in the first six months of the course. Teaching and learning are very good. Schemes of work are well planned and appropriately focus on oral work. Pupils have excellent attitudes to their work and respond very well in class. They answer questions about themselves and are developing a useful social vocabulary. They pronounce French words well because teachers use the language for most of the lesson. Teachers employ tapes and interactive whiteboards, which increases the pace of learning. Pupils' listening skills are well above average and this also helps them to learn rapidly. They acquire new vocabulary easily – for example, about animals – and quickly memorise it because teachers plan a variety of methods to make the work interesting. In the summer term, the French café scene gives pupils the chance to use French for a purpose. Photographs of pupils and staff in costume reflect the enjoyment gained. Pupils with special educational needs achieve very well because the emphasis is on oral work and all pupils begin a new subject together, on equal terms.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and improving.
- Teaching is good and has many strengths. Pupils learn well.
- Leadership and management of the subject are supporting strong improvement.
- Pupils' attitudes are very good and they behave very well.

Commentary

53. Standards in mathematics are above average in both Year 2 and Year 6. Entering the school with well below average standards, pupils in Year 1 make good progress and quickly reach average standards. Pupils make good progress across Years 3 to 6. Standards are not well above average in Year 6 because of the high proportion of pupils with special educational needs and the high mobility of pupils. Pupils with special educational needs are making at least good progress and achieving well. Mathematics skills are taught effectively in a range of contexts with the consequence that pupils have developed a good understanding about how to solve problems and have the ability to apply their understanding across all subjects. Pupils are very confident at working answers out in their heads; mental and oral mathematics skills are strong. Although pupils have developed good skills in interpreting information from graphs, their skills in drawing line graphs from data are underdeveloped.
54. Teaching and learning are good across the school and because of this, pupils concentrate hard and learn well. Occasionally the pace of teaching is too slow but in all lessons seen there were features which were significant strengths. In a Year 1 lesson, the teacher's clarity and persistence enabled pupils to hold numbers in their heads and count on to solve addition problems. Very good support from the teaching assistant engaged and encouraged the pupils with special educational needs. The use of the interactive whiteboard in a Year 2 class during the initial part of the lesson provided a strong challenge to pupils to calculate quickly in their heads. All pupils took up this challenge and achievement was very good. Very good teaching in Year 3, using arrays to develop pupils' understanding of multiplication and division, caught the interest of the pupils. They confidently tackled some quite difficult problems. The initial part of a Year 5/6 lesson for higher attaining pupils was excellent; pupils developed some ingenious ideas for expressing 75 per cent in different mathematical ways. In the Year 5/6 class for lower attaining pupils, very good teaching enabled pupils to use decimals and fractions with increasing ease. The clarity of introduction to the lesson and support from the teaching assistant were both excellent. There are very few weaknesses in teaching.
55. Leadership and management of the subject are very good. The co-ordinator has a firm grip on the subject. Monitoring of lessons has been effective and this has led to the consistently good teaching observed. A focus of the school has been to use interactive whiteboards to develop pupils' mental oral skills because these were identified as a weakness. Lessons seen indicate a rapid improvement in this area. There is a strong and very effective monitoring statement in the school improvement plan. At the time of the last report standards were below average in Year 6 and progress unsatisfactory. Therefore, the progress since the previous inspection has been very good.
56. Pupils work hard and their achievement is good. Mathematics is taught in an interesting way and pupils have responded well. Their attitudes and behaviour are very good and sometimes excellent. Mathematics is celebrated well through the school. Displays are fascinating. They are interactive and illustrate the importance of the subject through reference to famous mathematicians.

Mathematics across the curriculum

57. Pupils often use mathematical skills in other subjects. Teaching encourages application of skills in different contexts. For example, in science pupils measure and record data in tables. ICT is threaded through the subject – pupils have a good understanding of how to use spreadsheets, data sorting and control software.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching is good in Years 1 and 2. It could not be accurately assessed in Years 3 to 6.
- The school makes good provision for pupils to carry out investigative studies.
- Pupils remember the aspects of scientific enquiry taught in previous lessons with enthusiasm.
- The leadership and management of the subject are very good and the co-ordinator has very good subject knowledge.

Commentary

58. By the end of Year 2 attainment is above the national average but in line with the national average by the end of Year 6. There is no change in standards at the end of Year 2 since the time of the previous inspection. However, standards in the national tests for pupils at the end of Year 6 in 2003 were significantly lower than at the time of the last inspection. This was because of the high number of pupils with special educational needs and the high mobility of those particular pupils. Similar circumstances exist in the current Year 6, and standards are similarly average.
59. In all years, pupils are interested in the subject, because teaching is based on investigation and scientific enquiry and is made interesting by the use of ICT. A total of four lessons were observed and information was gathered by looking at pupils' work and by talking to them.
60. In Year 2 pupils gain good scientific understanding because teachers have a good knowledge of the subject, which enables them to explain tasks clearly and pose challenging questions. For example, in Year 2 children learned about the life-cycle of a frog and used words such as 'metamorphosis' correctly. Pupils build securely on previous work because the lesson planning is very thorough and the teaching is good. In Year 6, pupils investigated which materials make good conductors and which ones are good insulators, while making an electric circuit.
61. Because of the arrangement by which blocks of time are put aside for pupils to concentrate on foundation subjects, no teaching of science to pupils in Years 3 to 6 had taken place for several weeks prior to the inspection. The school arranged for some lessons to be taught during the inspection, but they suffered in quality because there was a lack of continuity for pupils. However, pupils in Year 3 recalled their work on magnets with great enthusiasm showing an understanding of how opposite poles attract. In Year 4 pupils' work shows how their experimental findings on soluble and insoluble materials were presented systematically. Year 5 pupils learned through investigation that shadows are the same shape as the object but not always the same size, which can be changed by moving the object. Teachers make good use of pupils' computer skills in scientific work and pupils record their findings using graphs and bar charts. By Year 6, pupils measure temperature accurately and present their results using the correct mathematical and scientific vocabulary.
62. There is a high proportion of pupils with special educational needs in Years 3 to 6 and they are provided for very well, being well supported by teaching assistants. This enables them to achieve well. Relationships are very good and all pupils are well integrated into the class. The school's very high expectations of behaviour ensure that materials and equipment are handled sensibly and safely.
63. The subject is well led and managed. The co-ordinator has worked hard to develop a whole-school assessment system. She checks planning and organises resources effectively. She has good subject knowledge and runs an after school science club.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are good and are improving rapidly.
- The school's strategy for improvement is excellent.
- A significant proportion of teaching is very good or excellent.
- Pupils' involvement in their own learning is excellent.

Commentary

64. Standards exceed expectations by Years 2 and 6. Pupils' skills, knowledge and understanding are improving rapidly and achievement is very good because of consistently high quality teaching. Given the current rate of progress, pupils' standards are likely to rise still further. Judgements made from the previous inspection indicate that pupils' achievement and standards were only just satisfactory. Therefore the improvements made since this time have been excellent. The leadership and management of the subject and some of the teaching are excellent. Therefore, the school is well placed to participate in national initiatives on the use of interactive whiteboards in the classroom and embedding ICT into the curriculum.
65. There are a number of important features of the school's provision which have been key in securing this improvement. These include:
- very good quality resources, both computers and interactive whiteboards
 - excellent technical and teaching support from the ICT assistant
 - very high quality ongoing training and development for staff.
66. Teachers, who in the recent past had limited ICT skills, are now using the school's systems with confidence. Training is supplied in-house because the ICT assistant has developed some excellent training materials and is highly skilled. Because of her work, when computers are switched on, they invariably work. The programs used have been thoroughly investigated and if the need for staff training is identified it is provided.
67. All lessons seen were good or better and, overall, pupils achieve very well. For example, in a very good lesson in Year 5 pupils were enabled to successfully build procedures to control traffic lights.
68. A consequence of the high quality teaching is the very good and sometimes excellent behaviour and attitudes shown by pupils. Discussions with pupils indicate that they have a very clear understanding of their levels of skill and know how to improve them. The school has produced some very high quality assessment materials which pupils and teachers complete during the last few minutes of each lesson. These have been produced for all pupils in the school. As well as giving pupils a clear sense of direction they provide invaluable information to the teacher to ensure that lesson planning is adjusted to meet each pupil's needs. Pupils with special educational needs are supported very well to complete tasks and record success. They also achieve very well.

Information and communication technology across the curriculum

69. ICT is used very well in teaching and learning in other subjects and is being systematically embedded across the curriculum. For example, ICT was very effectively used in most English, mathematics, science, history and design and technology lessons observed. Teachers' use of interactive whiteboards in the classroom is developing fast and provides pace and interest to lessons. ICT is used in assemblies to project pictures to very good effect. The lack of broadband connectivity is inhibiting the school's further development in the use of the internet.

Example of outstanding practice

Excellent teaching of ICT by the competent team of teachers and teaching assistants is enabling pupils to achieve very well.

Excellent teaching was observed in Year 6 where pupils are currently designing pages for the school web site. Pupils came into the lesson with high expectations and very positive attitudes. Initially, the teacher reviewed key ideas about web page design, drawing on previous work. Following this, the ICT assistant introduced and then illustrated technical aspects of what pupils needed to know. They make a formidable teaching team. Questioning was highly effective with pupils being asked to use learning from previous lessons. Pupils supported each other very well in working out solutions. By the end of the introduction they were all confident that they could apply their knowledge, and did so. Higher attaining pupils knew how to use hyperlinks and critically evaluated their own work. The final part of the lesson was used to compare the diverse outcomes produced by the pupils. They evaluated these constructively.

HUMANITIES

70. Because of the nature of the school's timetabling for the teaching of different groups of subjects, it was not possible to collect sufficient evidence to make overall judgements on the quality of provision in history or geography. During the inspection three lessons were seen in **history** in Years 2, 5 and 6. However, samples of work were not available and discussions on prior learning could not be held as pupils had their first history lessons this year during inspection. From the evidence of lesson observations teaching and learning in both key stages is good. Teachers plan their lessons in detail and good attention is paid to the development of speaking and listening skills through discussion. In Year 2, pupils learned about the lifestyle of the rich and the poor during the Victorian times. They used pictures as the primary source of evidence to ascertain how times have changed. In Year 5, pupils discussed why the ancient Greek games took place, and in Year 6 pupils found out about the feelings people had during an air-raid by using artefacts such as a gas mask, from the Second World War. Pupils with special educational needs were fully integrated into all lessons and made good progress in relation to their ability.
71. No lessons were observed in **geography** as the subject is not scheduled to be taught until later in the term. Judgements cannot therefore be made on standards or the quality of teaching or learning. The curriculum covers all the requirements of the national curriculum and provides very well for pupils to learn the required skills. Teachers' planning indicates that lessons meet the needs of all pupils.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are above the expectations of the local agreed syllabus in Years 2 and 6.
- Role play is used well in teaching to make lessons fun.
- There are good links with other subjects.
- Assessment of what pupils know is good, and the information is well used in teachers' planning.

Commentary

72. Only one religious education lesson was observed. Evidence from this, assemblies, talking to pupils and looking at a limited amount of their past work indicates that standards are above the expectations of the local agreed syllabus in Years 2 and 6. For example, Year 6 pupils' knowledge of Hinduism is particularly good. Year 2 pupils can explain in detail about the symbols associated with baptism. Assemblies are well used to reinforce aspects of religious education, for example, to promote strong moral messages.

73. Too few lessons were observed to judge the quality of teaching overall. In the lesson seen teaching was good. This was because the teacher carefully planned and built on prior work and was previously supported by the local minister who had talked to pupils about baptism. A strong feature of the lesson was the use of role play. This was greatly enjoyed by pupils, who acted different roles in a baptism service, making it a memorable experience. At the end of the lesson, pupils could recall and explain some of the symbolism such as the appearance of the dove from the story of John the Baptist and its representation of the Holy Spirit. Higher attaining pupils supported lower attaining pupils in reading their parts in the role play and all pupils made good progress.
74. Year 6 pupils talked enthusiastically about the celebration of Shrove Tuesday. They know about its underlying meanings and enjoyed making pancakes and having pancake races. Good links were established with other subjects through the use of the digital camera and the production of 'science in a pancake' posters.
75. The subject co-ordinator has been recently appointed and is pursuing the school's appropriate plans for the development of religious education. The school monitors pupils' progress accurately and the information gleaned is well used in modifying teachers' planning to meet the needs of individual pupils. Special arrangements are made for some pupils who, because of their religious beliefs, are taught separately. These are very good. There has been good improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards in music exceed expectations.
- The quality of teaching is good.
- Pupils have good opportunities to enhance their skills through a good range of extra-curricular activities.

Commentary

76. Standards and the quality of teaching throughout the school are good and have improved since the last inspection. Pupils were observed in two lessons and the whole school was heard singing in assembly. Singing was tuneful with good attention being given to the dynamics of the song. Teachers support singing well from the front of the hall and piano accompaniment is good. A considerable proportion of pupils in the school take individual lessons and during the assembly the school orchestra played the 'Trumpet Hornpipe' competently. Musical achievement is celebrated well through the awarding of certificates associated with 'Devon Youth Music'. Opportunities for pupils to develop performance skills in the school are good. For example, in another assembly a pupil played the piano confidently. In the parts of lessons seen, pupils in Year 5 composed and performed short pieces of music and sang in parts. Pupils in Year 2 are beginning to use musical notation and review each other's work. Lesson planning is good.

Art and design

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

Main strengths and weaknesses

- Standards in art and design are well above expectations.
- The quality of teaching is very good, planning is detailed and sets high expectations; classroom management is good and pupils learn very well.
- The subject has been well led and managed through a teamwork approach.
- The contribution of the learning support assistants is very good.

Commentary

77. Standards of artwork seen in lessons are good, and taking into account the wide range of artwork observed around the school, standards and achievement are judged to be very good overall. This represents very good improvement since the time of the last inspection.
78. Year 5 pupils have produced some striking banners, which show their high level of skill in depicting coloured designs on textiles using the batik process. Year 5 and 6 pupils' observational drawing work is highly detailed, showing pupils' mastery of line and tone, shape and form. The effective pastel work completed by Year 1 on the theme of barn owls shows pupils' growing awareness of how to blend colour and alter shade to create specific effects. Their self-portraits show good attention to detail; the subject's eye lashes and other facial details are represented accurately. Year 2 pupils extend their drawing skills by working on drafts when designing, with later images becoming larger, more detailed and more effective.
79. The subject has been led and managed through very effective teamwork. Key art and design projects in the school are often introduced through collaborative work with visiting art professionals. The high quality experiences enjoyed by pupils are built on by the very good teaching. The current emphasis on 'Foundation Celebrations' - cross curricular projects - promotes deeper learning by giving pupils time for sustained study and concentrated effort.
80. Teachers demonstrate key artistic processes very effectively. Information technology is often used to enhance explanations. In one Year 3 lesson seen, good use of the interactive white board was made to show pupils how to cut card and wax it in order to waterproof it. In all classes, pupils' attention was brought to the ways in which artistic processes, such as appliqué, collage and printing, can be enhanced and, later, combined. Sustained opportunities for the development of skills are offered to each age group. Lessons are planned in detail, so that pupils are immersed in activities which carefully develop their understanding of and dexterity in using key materials and techniques. Pupils are taken through the process of designing, investigating and combining ideas, as well as evaluating work, from a young age. Teaching assistants provide very good support, both for individuals and groups, offering expert advice and often contributing to the systematic assessments of pupils' progress which characterise art and design lessons at the school.
81. No **design and technology** was observed during the inspection, and no judgements can therefore be made. The curriculum covers all the requirements of the national curriculum and provides very well for pupils to learn the required skills. Teachers' planning indicates that lessons meet the needs of all pupils.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards in Year 6 are good.
- The quality of teaching is good, planning is detailed and sets high expectations; management of pupils is good and pupils learn well.
- The subject is well led and managed.
- The subject is well supported by a good range of extra-curricular activities.

Commentary

82. Pupils' standards of attainment in Year 6 are good and pupils achieve well. Insufficient evidence was available to judge standards in Year 2. The subject co-ordinator provides very good leadership and the school has benefited from its involvement as part of a school sports forum in the locality. The subject is well planned; a very broad and well balanced curriculum is offered and expectations for each year group are reinforced through the provision of detailed teaching guidance for each planned unit of work. In the dance lesson seen, very good emphasis was placed on pupils working in small groups, sharing their ideas and evaluating performances. Questioning was used well and expert advice offered at all stages of the lesson. Pupils show very good levels of concentration and their work shows a developing sense of precision, control and fluency. The range of extra-curricular opportunities promotes pupils' physical development well. Pupils enjoy the after school sports clubs and individual pupils are included very well in these activities. A good variety of activities are offered through the daily 'Fit for Learning' initiative. This promotes healthy living by encouraging pupils to participate in regular exercise, and a similar programme, called 'Huff and Puff', is led by the mealtime supervisors at lunchtime. The school regularly takes part in area sports festivals and through this is continually extending opportunities for pupils to participate in further sports, such as golf and basketball.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The quality of teaching is good and pupils learn well.
- Good use is made of visiting professionals to enhance pupils' learning.
- Pupils learn a broad range of skills to help them in their future life, including time management.

Commentary

83. The curriculum for pupils' personal, social and health education is taught through two programmes: the Investors in Careers programme concerned with pupils' personal effectiveness and a programme regarding citizenship. Sex education and drugs awareness are also taught very effectively. These programmes have been carefully planned by each teaching team, based on the staff's detailed knowledge of pupils' needs. This curriculum is enriched through regular visitors to the school, such as the community police officers and health professionals. It is also closely aligned to the school's programme of assemblies, which are frequently used to explore issues related to pupils' personal awareness of themselves and others.

84. The quality of teaching is good and pupils learn well. They participate enthusiastically in discussions about their management of time and how to improve this. Pupils in Year 2 set their own personal targets in this regard and pupils in Year 4 had prepared very thoughtful questions to pose to a visiting speaker, the director of the National Marine Aquarium. Pupils have regular opportunities to explore themes central to this curriculum, such as how to play an active role as members of the school community, through 'circle time' discussions in class with their peers. They benefit too through class representation on the school council, which meets regularly and communicates very effectively with staff and pupils alike. The physical education curriculum, in particular the focus on daily exercise through the 'Fit for Learning' programme, ensures pupils are very clear about the need to develop a healthy, safer lifestyle and experience this for themselves. The headteacher and strategic management team have ensured that the school's pastoral care policy drives an integrated approach to pupils' personal, social and health education that goes well beyond specific lessons. It is a document that was devised and is lived out by the school community, based on a shared understanding of and commitment to values such as respecting others, taking responsibility and developing positive attitudes.
85. The personal, social, health and citizenship education programmes make a very significant contribution to pupils' personal development and to their commitment to learning and making progress.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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